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| Geography Progression in Skills | | | | | | | |
| **Hoyland-Springwood-LogoHoyland-Springwood-Logo**This document should be looked at in conjunction with:   * The 4 yearly overview for KS2 * The 2 yearly overview for KS1   Progression in Knowledge documents. | | | | | | | |
|  | **FS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **VOCABULARY** | FS 1 -Town, weather, hot, cold, soil, here, there, near, far  FS 2 -Season, world, village, countryside, farm, factory, house, hill, sea, beach, shop, map, | Simple vocabulary:  Near, far, wet, sunny, hot, dry, cold, house, school, street, shop, near far, right, left  Human geography, Physical geography, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, valley, North sea, Irish sea, the channel, mountain, river, office, atlas, left, right, weather, season  Mapping: Globe, Map, Atlas, Co-ordinates, Symbol, Route, Plan | Develop vocabulary:  Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert, soil, valley, factory, farm, office  Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe  Mapping : consolidate year 1 words | Continue to develop vocabulary:  Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical  Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non-European  Mapping: Route, Grid Reference, Journey, Distance,,Compass (points), North, South, East, West, Scale, Direction, Key, Symbol, Miles, Kilometres, Metres Centimetres OS maps  human physical  comparison, compare, contrast, impact, damage, improve, continent, landscape  **com** | Continue to develop vocabulary:  rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural  Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle  Mapping : consolidate year 3 words  Human physical  Biomes, vegetation, sustain, global | Use precise geographical vocabulary:  coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude  Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links  Mapping: Route, Grid Reference, Journey, Distance, Compass (points), North, South, East, West, Scale, Direction, Key, Symbol, Miles, Kilometres, Metres, Centimetres, OS maps  Human physical  Erosion, transportation, deposition, characteristics, processes, vegetation belts, impact, unique, climate zone. | Be able to describe and start to explain geographical processes using the correct terminology.  Biomes, longitude, latitude, rivers, meander, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere,  Mapping : consolidate year 5 words  Human physical  Relative, diversity, |
| **Map Skills** | -Provide play maps and small world equipment for children to create their own environments. | ***Work confidently with:*** *Large scale street maps and large-scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, games with maps and globes.*  ***Have experience*** *of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.*  ***Introduce*** *simple grids, four cardinal points, basic digital mapping tools, zoom function of digital maps.*  ***Context****: Focus on the local scale–- home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story*  **Using and Interpreting**  Find information on aerial photographs.  **KPK** - Know that maps give information about the world (where and what).  **KPK** - Follow a route on a prepared map (in classroom, playground, school building).  Recognise simple features on maps such as buildings, roads and fields.  Recognise that maps need a title.  Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.  Begin explaining why places are where they are.  **Position and Orientation**  Begin to use directional vocabulary (near, far, left, right)  **KPK** Say which direction N,S,E,W is for example, using a compass in the playground.  Know which direction N is on an Ordnance Survey map.  **Drawing**  **KPK** - Draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.  **Symbols**  Use symbols on maps (own and class agreed symbols).  **KPK** - Know that symbols mean something on maps.  Find a given Ordnance Survey symbol on a map with support.  Begin to realise why maps need a key.  **Perspective and Scale**  Look down on objects and make a plan for example, on desk, high window to playground.  Draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on).  Use large scale, vertical aerial photographs.  Know that when you ‘zoom in’ you see a smaller area in more detail. | | ***Work confidently with****: Large scale street maps and large scale*  *Ordnance Survey maps (1:1250. 1:2500), aerial photographs, oblique and bird’s eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, 4-figure coordinates.*  ***Have experience*** *of a range of different maps for example, tourist*  *brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.*  ***Introduce*** *what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools.*  ***Context****: a range of places in the wider locality and in contrasting*  *localities, fieldwork in the wider locality.*  **Using and Interpreting**  **KPK -** Use atlases, maps and globes.  Use large scale maps outside.  **KPK -** Use maps at more than one scale.  **KPK -** Make and use simple route maps.  **KPK -** Locate photos of features on maps.  Use oblique and aerial views.  Recognise some patterns on maps and begin to explain what  they show.  Give maps a title to show their purpose.  Use thematic maps.  **KPK -** Explain what places are like using maps at a local scale.  **KPK -** Recognise that contours show height and slope.  **Position and Orientation**  Use simple grids.  **KPK -** Give direction instructions up to 8 cardinal points.  **KPK -** Use 4-figure coordinates to locate features.  Know that 6- figure Grid References can help you find a place more accurately than 4- figure coordinates.  **Drawing**  Make a map of a short route with features in correct order.  Make a map of small area with features in correct places.  **Symbols**  Use plan views regularly.  Give maps a key with standard symbols.  **KPK -** Use some OS style symbols.  **Perspective and Scale**  Use maps and aerial views to help me talk about (for eg) views from high places.  Make a simple scale plan of a room with whole numbers (eg 1 sq cm = 1 sq tile on floor, moving to 1cm = 1m).  Use the scale bar to estimate distance on a map.  **KPK -** Use the scale bar to calculate some distances.  Relate measurement on maps to outdoors (using paces or tape). | | ***Work confidently with****: Large scale street maps and large scale*  *Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and bird’s eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500,1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates.*  ***Have experience****: of a range of different maps for example, tourist*  *brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates*  ***Introduce****: what 6 figure Grid References mean and how to calculate them.*  ***Context****: a range of places at different scales and with different themes, fieldwork in the wider and distant locality.*  **Using and Interpreting**  Relate maps to each other and to vertical aerial photographs.  Follow routes on maps saying what is seen.  Use index and contents page of an atlas.  Use thematic maps for specific purposes.  Know that purpose, scale, symbols and style are related.  Appreciate different map projections.  Interpret distribution maps and use thematic maps for information.  Follow a route on a 1: 50 000 OS map.  Describe and interpret relief features.  **Position and Orientation**  Use 4 and 6-figure coordinates to locate features.  Give directions and instructions to 8 cardinal (compass) points.  Align a map with a route.  Use latitude and longitude in an atlas or globe.  **Drawing**  Make sketch maps of an area using symbols and a key.  Make a plan of a garden / play park / etc with scale.  Draw thematic maps (eg local open spaces).  Draw scale plans.  **Symbols**  Use agreed and OS symbols.  Appreciate maps cannot show everything.  Know and use some 1:50 000 symbols and atlas symbols.  **Perspective and Scale**  Use a range of viewpoints up to satellite.  Use models and maps to talk about contours and slope.  Use a scale bar on maps.  Read and compare map scales.  Draw measured plans from field data. | |
| **Enquiry Skills** | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | **KPK** - Use resources provided and their own observations to respond to questions about places. | **KPK -** Select information from resources provided.  **KPK** - Use this information and their own observations to ask and respond to questions about places. | **KPK -** Use skills and sources of evidence to respond to a range of geographical questions.  **KPK -** Offer reasons for some of their observations and judgements about places.  **KPK -** Offer explanations for the location for some human and physical features in different localities. | | Draw on their knowledge and understanding to suggest suitable geographical questions for study.  Use a range of geographical skills and evidence to investigate places and themes. | Identify relevant geographical questions.  Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.  They reach plausible conclusions and present their findings both graphically and in writing. |
| **Field Work** | Draw information from a simple map. | **Geography of school and its grounds and the human and physical features of its surrounding environment.**  **Opportunities**  Playground – investigate human and physical features.  Weather conditions, including measuring.  Observe and record seasonal changes.  Investigate range of buildings, roads, green spaces etc by visiting local area.  Visit local facilities – what happens there and why do people go there?  Take bus / tram / train to investigate contrasts slightly further away from immediate local area.  Visit green space to observe physical / human features and how people use it.  Environmental issues – litter, traffic, road safety etc – in school grounds / local area  **Techniques**  Small world / role play to make models of visited places.  Add details to a teacher prepped drawing (eg doors / windows to an outline of a house).  Annotated drawings showing variations (eg row of houses).  Draw a freehand map.  Use a large-scale map of school ground to identify known features and add information using colour or symbols.  Use simple compass (NSEW) for instructions.  Take digital photos.  Interview somebody about their job and record it.  Collect simple data eg how pupils travel to school – using questionnaires, and present.  Collect and sort natural objects to investigate properties.  Express feelings about a place and begin to explain likes / dislikes.8 | | **Observe, measure, record and present human and physical features of the local area using a range of methods including sketch maps, plans and graphing and digital technologies.**  **Opportunities**  Use school grounds to investigate questions (where does the rainwater go, how do we travel to school, where does the food for school dinners come from etc).  Water Cycle - Use standard measurement devices to measure weather (thermometers, anemometers etc).  Biomes - Visit a local woodland to study trees, plants and animals as an ecosystem.  Land use – investigate local buildings, land use, facilities, issues of environmental quality and value.  Economic activities – Investigate local shops – how far do people travel to them and why, investigate journeys and routes, road safety, public transport provision and more sustainable travel choices.  Natural Resource – explore issues of sustainability in everyday life (energy generation and use, water supply and use).  Investigate physical and human geography through fieldtrips to more distant places.  **Techniques**  Develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:   * Making models, annotated drawings and field sketches. * Drawing freehand maps of routes * Relating large-scale plan of the local area / fieldwork site to the environment, identifying features relevant to enquiry. * Record geographical information on a map or large scale plan using colour or symbols and a key. * Taking and annotating digital photos. * Make audio recordings for a specific purpose (eg traffic noise). * Design and conduct interviews * Collect, analyse and present quantitative data in charts and graphs. * Use simple sampling techniques appropriately (eg time sampling for traffic survey). * Develop a simple method of recording their feelings about a site or place. | | **Observe, measure, record and present human and physical features of the local area using a range of methods including sketch maps, plans and graphing and digital technologies.**  **Opportunities**  Use the school grounds to investigate questions (how can we reduce plastic waste? How can we make our school grounds more bee friendly?)  Rivers – visit a local stream / river to investigate physical features and its use by people now and in the past.  Settlements – how buildings, land use and local facilities have changed over time  Economic activities – investigate range of primary, secondary and tertiary businesses in local area.  Natural Resources and trade – explore issues of sustainability in everyday life – food, clothing, how produced and traded, as well as consumption, waste and recycling.  Explore physical and human geography of unfamiliar area (eg mountains, rural areas, beaches).  **Techniques**  Develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:   * Make models, annotated drawings and field sketches to record observations linked to learning. * Draw and label freehand maps to reflect learning and vocabulary. * Relate large-scale maps to fieldwork site, identifying relevant human and physical features. * Take and annotate digital photos with labels and captions linked to learning. * Create soundscapes through sound recordings. * Design and use a questionnaire to collect qualitative data (eg to find out and compare pupils’ views on plastic waste) * Collect, analyse and present quantitative data in charts and graphs. * Design and conduct fieldwork interviews / questionnaires * Use standard field sampling techniques appropriately (eg taking water samples from a stream). * Conduct a transect to observe changes in buildings and land use. | |
| **Place and Locational Knowledge** | **KPK** - Understand that some places are special to members of their community.  **KPK -** Recognise some similarities and differences between life in this country and life in other countries. | **KPK -** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. | Name and locate the surrounding seas of the United Kingdom.  **KPK -** Name and locate the world’s seven continents and five oceans  Understand and study the difference between human and physical geography with a study of a contrasting location  Cleethorpes – Wombwell and a non-European country.  **KPK -** To know North and South Poles and Equator. | **KPK -** Name and locate several countries in Europe including France, Germany, Spain and Italy  **KPK -** Name different cities of the UK and the human and physical characteristics.  **KPK -** Identify and locate highest mountains/volcanoes in the world and compare with UK.  **KPK -** Locate north and south Americas  **KPK -** Locate Russia | **KPK -** On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions (habitats link). To locate the Arctic and Antarctic circle.  **KPK -** Locate and name the main counties and cities in England.  **KPK -** Locate and name the main counties and cities in/around Barnsley and Yorkshire  **KPK -** Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.  **KPK -** Identify and locate largest deserts in the world. | **KPK -** Locate the main countries in Europe and North or South America. Locate and name principal cities.  **KPK -** Identify capital cities of Europe.  Compare between a region in the UK and region in Spain (European country).  **KPK -** Names and locate counties of the UK and the human and physical features.  **KPK -** Linking with History, compare land use maps of UK from past with the present, focusing on land use.  Changes in land use since Anglo Saxons  **KPK -** Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day | Consolidate longitude and latitude with regards to the placement of countries.  **KPK -** Identify their main environmental regions, key physical and human characteristics, and major cities.  **KPK -** Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.  **KPK -** Compare and contrast South American City with Barnsley.  **KPK -** Identify and locate the longest rivers in the world. |
| **Human and Physical Geography** | **KPK -** Understand the effect of changing seasons on the natural world around them. | **KPK -** Identify seasonal and daily weather patterns in the United Kingdom.  **KPK -** Identify the location of hot and cold areas of the world.  **KPK -** Use basic geographical vocabulary to refer to:   * key physical features, including:, forest, hill, mountain, soil, valley, vegetation,. * key human features, including: city, town, village, factory, farm, house, office   **KPK -** Understand the difference between human and physical geography. | **KPK -** 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   **KPK -** Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles | Types of settlements in modern Britain: villages, towns, cities.  Make comparisons of the same geographical feature in different countries.  Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these  Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space).  Describe how changes, in the features of a place, can affect the lives and activities of the people living there  Name and locate vegetation belts across the United Kingdom explaining how some of these have changed over time.  Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these  Name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found.  **KPK -** Describe and understand key aspects of:   * Brief introduction to Volcanoes and earthquakes linking to Science: rock types. | Compare and contrast the areas of vegetation and biomes in two different locations.  Make comparisons of the same geographical feature in different countries.  Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.  Identify how people both damage and improve the environment  Explain how people try to sustain environments  Identify changes in the local and global environment.  Explain how the physical processes of erosion, transportation and deposition affect the environment  Describe and explain how physical processes have changed the characteristics of a landscape, country or continent.  Compare and contrast how areas of the world have capitalised on their physical features.  **KPK -** Describe and understand key aspects:   * Physical geography including the water cycle | Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.  Describe how physical and human processes give a continent its unique characteristics  Identify geographical patterns on a range of scales.  Explain how things change by referring to the physical and human features of the landscape.  **KPK -** Describe and understand key aspects of:   * Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T * Types of settlements linked to History and the physical/human features of a place. * Physical geography, including: rivers and mountains | Describe how human activity has impacted upon and/or changed the physical characteristics of a place in the world.  Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there.  Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others  Explain how physical and human processes lead to diversity and change in places.  **KPK -** Describe and understand key aspects of:   * Fair/unfair distribution of resources (Fairtrade). * Human geography including trade between UK and Europe and ROW |
| **End points** | ELG:  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  EXS – Name and locate the four countries of the UK.  GDS – Identify human and physical characteristics of countries of the UK.  Human and Physical  EXS – Using simple geographical vocabulary to describe known places (playground, local area).  GDS – Using geographical vocabulary to describe human and physical characteristics of different locations.  Skills  Enquiry  EXS – Respond to simple questions about places studied.  GDS – Appropriately respond to questions and explain reasoning.  Map  EXS – Recognise simple features on maps such as buildings, roads and fields.  GDS – To describe features of a map using geographical vocabulary.  Field Work  EXS – Use small world to make models of visited places.  GDS – To explain their model. | Locational Knowledge  EXS - Name and locate the worlds 7 continents and 5 oceans.  GDS – To be able describe relative location of all continents and oceans, using four compass points. (eg, the Pacific Ocean is west of the Americas).  Human and Physical  EXS - Suggest why countries are hot and cold in the world in relation to the Equator and the North and South Poles  GDS – Explain using geographical vocabulary why countries are hot and cold in the world in relation to the Equator and the North and South Poles  Skills  Enquiry  EXS – Respond to questions using a source of evidence.  GDS – Ask their own questions using a source of evidence.  Map  EXS – Follow a route on a prepared map.  GDS – To give instructions using a prepared map, four compass points and map symbols.  Field Work  EXS – Collect and present simple data using questionnaires.  GDS – Begin to analyse data collected. | Locational Knowledge  EXS – To locate mountains and volcanoes, and several countries of Europe  GDS – Based on volcanoes studied, predict future natural disasters and explain reasoning.  Human and Physical  EXS – To be able to explain how the physical environment affected where people chose to settle.  GDS – To be able to explain how humans can now overcome physical barriers to building settlements. eg, Why do we no longer need to be near a river?  Skills  Enquiry  EXS – Respond to a range of questions using more than one source of evidence.  GDS – Use reasoning to respond to a range of questions using more than one source of evidence.  Map  EXS – Recognise some patterns on maps and being to explain what they show. eg, volcanoes  GDS – Begin to consider and explains the reasons for these patterns. eg, volcanoes  Field Work  EXS – Record geographical information on a map or large-scale plan using colour or symbols and a key.  GDS - Record geographical information in more than one way. | Locational Knowledge  EXS – To be able to identify and locate the different climate zones of the world and relate this to known countries and the tropics.  GDS – Explain how a country’s human and physical features are affected by its climate.  Human and Physical  EXS – Describe the different climate zones.  GDS - Explain how a country’s human and physical features are affected by its climate.  Skills  Enquiry  EXS – Begin to ask relevant questions about location.  GDS – Begin to ask higher order questions about new locations/unknown locations applying knowledge to their questioning.  Map  EXS – To give directions on a map using the 8 cardinal points and 4 figure grid references.  GDS - To interpret directions on a map using the 8 cardinal points and 4 figure grid references.  Field Work  EXS – Collect, analyse and present quantitative data in charts and graphs.  GDS – Suggest the most effective way of collecting, analysing and presenting data. | Locational Knowledge  EXS – To locate the main countries of Europe and South America and locate their capital cities.  GDS – To be able to explain using the 8 cardinal points where some of the above countries are in relation to each other.  Human and Physical  EXS – To describe how the distribution of natural resources affects settlements, land use and economic activity.  GDS - To explain the reasoning of how the distribution of natural resources affects settlements, land use and economic activity.  Skills  Enquiry  EXS – To be able to form and explore relevant questions about locations to initiate an enquiry.  GDS - To be able to form and explore higher order relevant questions about locations to initiate an enquiry.  Map  EXS – To explore and compare maps of different scales, using the scale bar to measure distances.  GDS – Explain how and why an area would look different on maps with different scales and why these might be used.  Field Work  EXS – Design and use questionnaires to collect, present and analyse qualitative data.  GDS – Explain reasons behind patterns in qualitative data. | Locational Knowledge  EXS – To locate major topographical features studied in KS2 on a world map/globe.  GDS – To explain the method used to locate the topographical features.  Human and Physical  EXS – To describe and understand the key aspects of rivers and rainforests.  GDS – To predict how these natural features may change over time due to human activity.  Skills  Enquiry  EXS – To research and prior knowledge to pose an appropriate question for field work.  GDS – Give reasons behind their chosen question.  Map  EXS – Interpret distribution maps and use thematic maps for information.  GDS – Give reasons behind patterns identified in thematic and distribution maps.  Field Work  EXS – Use a range of standard field work techniques to investigate a geographical issue.  GDS – Give reasons for and evaluate their choices suggesting more effective methods. |