



## Elton Primary School

### Geography Skills Progression Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Notes</b>	<p style="text-align: center;">- Disciplinary knowledge - how we gain knowledge about geography.</p> <p style="text-align: center;">- Substantive knowledge - key facts and sticky knowledge that we gain from disciplinary knowledge.</p>					
<b>Concepts/Threads</b>	<p style="text-align: center;">Our whole school threads are visited in each year group through knowledge in planning:</p> <ul style="list-style-type: none"> <li>• Propositional geography - true and factual knowledge (e.g. knowing and explaining features like roads or lakes).</li> <li>• Substantive geography - grouping, classifying, connecting, asking questions and explaining or making sense of facts - making connections through topics across the school.               <ul style="list-style-type: none"> <li>• Procedural geography - opportunity to apply our substantive and propositional geography using our concepts.</li> </ul> </li> <li>• Environmental geography - making interconnections between different places and looking at the world as a whole rather than individual places.</li> </ul> <p style="text-align: center;">Our whole school concepts are visited in each year group through knowledge in planning:</p> <ul style="list-style-type: none"> <li>• Environmental impact and sustainability - looking for interactions between physical and human geography and how they affect each other, looking for change and consequence.               <ul style="list-style-type: none"> <li>• Scale - looking at smaller sites like local area, scaling out to regional, national, continental, oceanic and the whole world.</li> <li>• Space - refers to where features and places are located, their distribution, the patterns they form and the networks connecting them.</li> </ul> </li> <li>• Place - knowledge of our place/location in the world, starting with our local area moving out to our place in our country and then finally in the world - what happens there and how places change.               <ul style="list-style-type: none"> <li>• Interconnections - looking for links between people, places, events and features and how they impact each other.</li> </ul> </li> <li>• Environment - physical and human - relating to the Earth's land - natural and man-made features, actions affecting the world, process of change.</li> <li>• Cultural awareness and diversity - local and global diversity -connections to natural world and how different people use different environmental resources, adapt places and interact. Social and cultural interests.</li> </ul>					
<b>Nursery</b>		<p style="color: red;">Talk about what they see using a wide vocabulary</p> <p>I can use stories and pictures to tell me about life in other countries</p> <p>I can identify similarities and differences using pictures and stories</p> <p>I can use various sources to identify similarities and differences in this country and others</p>	<p style="color: red;">Know that there are different countries in the world and talk about photos or their experiences</p> <p>I can look for similarities and differences between countries using photographic evidence</p> <p>I can identify similarities and differences between the country I live in and other countries in the world.</p> <p>I can explain the difference between a hot and cold countries.</p>	<p style="color: red;">Talk about what they see using a wide vocabulary</p> <p style="color: red;">Know that there are different countries in the world and talk about photos or their experiences</p> <p>I can start to talk about and create simple maps</p> <p>I can start to talk about maps</p> <p>I can identify different areas of the map such as land and sea</p>		
<b>Reception</b>		<p style="color: red;">Draw information from a simple map. (where is China? How can I get there?)</p>	<p style="color: red;">Know some similarities and differences between</p>		<p style="color: red;">Describe their immediate environment using knowledge from</p>	

		<p>I can use photos and stories to find out about life in other countries</p> <p>I can identify similarities and differences in life in other countries using photos and stories</p> <p>I can use photos and texts to identify and find out about differences between countries</p>	<p><b>the natural world around them in and contrasting environments in Kenya</b></p> <p><b>Landmarks of London</b></p> <p>I can look for similarities and differences between countries using photographic evidence</p> <p>I can identify similarities and differences between the country I live in and a contrasting country</p> <p>I can explain similarities between the UK and a non EU country</p>		<p><b>observation, discussion, stories and non-fiction texts.</b></p> <p>Use talk to organise</p> <p>I can use photos and texts to identify and find out about differences between countries</p>	
<b>Year 1</b>	<p><b>Cold areas of the world/ North Pole</b></p> <p><b>Geography of the school grounds</b></p> <ul style="list-style-type: none"> <li>- Devise a simple map</li> <li>- Construct basic symbols in a key</li> <li>-Use simple fieldwork and observational skills in surrounding environment</li> <li>- Identify human and physical features of surrounding environment</li> <li>- Use simple compass directions</li> <li>--Use locational and directional language (e.g. near/far, left/right) to describe the location of features and routes on a map</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	<p><b>Cold areas of the world/ North Pole</b></p> <p><b>Geography of the school grounds</b></p> <ul style="list-style-type: none"> <li>-Use world maps, atlases and globes</li> <li>- Use simple compass directions</li> <li>-Use locational and directional language (e.g. near/far, left/right) to describe the location of features and routes on a map</li> </ul>	<p><b>Hot areas of the world/Equator</b></p> <p><b>Weather changes</b></p> <ul style="list-style-type: none"> <li>-Use world maps, atlases and globes</li> <li>- Use simple compass directions</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>		<p><b>Use world maps, atlases and globes.</b></p> <p><b>Name and locate the world's seven continents and five oceans</b></p> <ul style="list-style-type: none"> <li>-Use world maps, atlases and globes</li> <li>- Use simple compass directions</li> <li>- Use and understand basic symbols in a key</li> <li>-Use locational and directional language (e.g. near/far, left/right) to describe the location of features and routes on a map</li> </ul>	

<p><b>Year 2</b></p>	<p>Recap world's seven continents and five oceans.          Introduce the four capital cities of the four countries and surrounding areas.          -Use world maps, atlases and globes          - Use simple compass directions          - Use and understand basic symbols in a key          -Use locational and directional language (e.g. near/far, left/right) to describe the location of features and routes on a map          - Plan perspectives to recognise landmarks and basic human and physical features</p>	<p>Bird's eye view- link to maps and globes.          Features of the four countries and capital cities in the UK          -Use world maps, atlases and globes          - Use simple compass directions          - Use and understand basic symbols in a key          -Use locational and directional language (e.g. near/far, left/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</p>				<p>Compare a small area of the UK with a small area in a contrasting non-European country.          -Use world maps, atlases and globes          - Use simple compass directions          - Use and understand basic symbols in a key          -Use locational and directional language (e.g. near/far, left/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</p> <p><b>Human and physical geography</b>          -Use simple fieldwork and observational skills in surrounding environment          - Identify human and physical features of surrounding environment          - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>
<p><b>Year 3</b></p>	<p>UK geographical regions- Coastal regions and their physical features and topographical features.          -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied          -use the eight points of a compass          - use of Ordnance Survey maps          -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</p>	<p>LESSON- Water cycle and Artic cycle.</p>		<p>LESSON- Recap North and South Pole and the oceans, Arctic and Antarctic.</p> <p>LESSON- Introduce hemispheres.          -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>LESSON -Rivers-formation - linked to civilisations          -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world          -use maps, atlases, globes and digital/computer mapping to locate describe features studied          - KS1 = Use aerial photographs          -</p>	

	- KS1 = Use aerial photographs					
<b>Year 4</b>	<p>In depth study of Southern and Eastern Europe- countries, capital cities, climate zones.</p> <p><b>Mediterranean Europe</b> -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 to build their knowledge of the wider world</p>	<p><b>LESSON- history term with 1 or 2 lessons on spread of Greece Empire over Mediterranean Europe.</b> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>LESSON - 1 or 2 on Northern Europe at the end of term.</b> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>In depth study of Europe</p> <p><b>Volcanoes and earthquakes</b> -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 wider world - KS1 = Use aerial photographs</p>	<p>In depth study of Europe-Northern Europe.</p> <p><b>Contrast a region in the UK with Bay of Naples, Italy.</b> -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 wider world - KS1 = Use aerial photographs</p>	<p>In depth study of Europe-Central and Eastern Europe.</p> <p><b>Locate the countries of the whole of Europe.</b> -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 wider world</p>
<b>Year 5</b>	<p><b>North America- locational and place knowledge. The Great Lakes and Niagara.</b> <b>UK- Lake District</b> -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</p>	<p><b>North America- Canada and USA</b> <b>Longitude and latitude</b> <b>Time Zones</b> <b>Climate Zones</b> -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</p>	<p><b>LESSON- two stand-alone lessons on UK counties and cities in Britain- name and locate them.</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 - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of</p>		<p><b>LESSON - a couple of lessons to make links between history and geography linked to Mayans.-Locate and discuss: Earth, Latitude, Longitude, Equator, Time zones, Hemispheres, Tropics of Cancer/Capricorn</b> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	

			Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - KS1 = Use aerial photographs			
<b>Year 6</b>		<p>Climate Zones-animal species around the world, climate zones, land use patterns, changes over time.</p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Recap climate zones</p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>South America Environmental regions in the whole of South America</p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- 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</p>	<p>South America Environmental regions in the whole of South America</p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- 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</p>	<p>Skills based unit- OS map skills</p> <p><b>Consolidation</b></p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- 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</p> <p>-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.</p> <p><b><u>Touch on KS1 skills:</u></b></p> <p>-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</p> <p>-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</p> <p>-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</p>

						<p>-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</p>
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