

East-the-Water Primary School

Geography - Curriculum Skills Progression Map (Early Years to Year 6)

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <p><u>Locational:</u></p> <ul style="list-style-type: none">• 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 <p><u>Place:</u></p> <ul style="list-style-type: none">• 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 <p><u>Human and physical:</u></p> <ul style="list-style-type: none">• 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 <p><u>Skills and field work:</u></p> <ul style="list-style-type: none">• 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.	<p>Pupils should be taught about:</p> <p><u>Locational:</u></p> <ul style="list-style-type: none">• 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) <p><u>Place:</u></p> <ul style="list-style-type: none">• 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 <p><u>Human and physical:</u></p> <ul style="list-style-type: none">• 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 <p><u>Skills and field work:</u></p> <ul style="list-style-type: none">• 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.

Early years	Where do we live?	Around the world.
Curriculum and content	<ul style="list-style-type: none"> Name different types of homes Name different types of village, town, city (Devon, England) Locate key areas in school ground Locate key areas in our community Knowledge of a simple map 	<ul style="list-style-type: none"> Understand what a journey is and how we travel to different places Locate key features on a world map e.g sea, land Compare similarities and differences in homes, schools, food, clothing in our local area compared to Landivisiau
Enquiry Question	Where do we live?	Are we all the same?
Disciplinary concepts: <ul style="list-style-type: none"> Locational Place Human and physical 	Understanding and correctly identifying key places in the local area. Understanding different types of houses. Knowing the difference between a village, town and city.	Identify where the United Kingdom and France are on a map. Comparisons between our local area and Landivisiau's local area Identify key landmarks.
Substantive concepts: <ul style="list-style-type: none"> Skills Fieldwork 	Annotated map drawing of their home. Map reading. Map drawing of the school- identifying key features.	Locating landmarks on maps. Sorting into venn diagrams
Local links	Local post office	Landivisiau- twin town to Bideford
Diversity		

Year 1	What's in my town? 8	What makes up the Earth? 6	What do I need for my holiday? 6
Curriculum and content	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 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 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. 	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> 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 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 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
Enquiry Question	What's in my town?	What makes up the Earth?	What do I need for my holiday?
Disciplinary concepts: <ul style="list-style-type: none"> Locational Place 	Identifying key human/physical features of the school and their homes. Weather- links to seasons (Autumn)	Name and locate the 7 continents and the 5 oceans.	Know the difference between hot and cold- North pole, South pole and the equator. Know about a range of countries from different continents.

<ul style="list-style-type: none"> Human and physical 			Weather- comparing weather in regards to how close a country is to the equator.
Substantive concepts: <ul style="list-style-type: none"> Skills Fieldwork 	Draw a picture of their bedroom. Drawing a map of their house on their street. Annotating a simple map of the school.	Annotated map- with key areas from each continent (challenge stereotypes i.e. Africa). Identify North, South, East and West on a simple compass.	Identify North, South, East and West on a simple compass. Marking information on a large-scale plan- using colour to represent hot and cold.
Local links	Bideford		
Diversity		Different cultures/places	Different cultures/places
Assessment – high quality outcome			Holiday task

Year 2	What makes up the UK? 8	How does my life compare to Denise's?8
Curriculum and content	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 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 	<ul style="list-style-type: none"> 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 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 name and locate the world's seven continents and five oceans
Enquiry Question	What makes up the UK?	How does my life compare to Denise's?
Disciplinary concepts:	Name locate and identify the four countries and capitals of the UK	

<ul style="list-style-type: none"> • Locational • Place • Human and physical 	<p>What makes a city?</p> <p>Key physical/human features</p>	Compare and contrast small area in UK and non-EU country.
<p>Substantive concepts:</p> <ul style="list-style-type: none"> • Skills • Fieldwork 	<p>Use maps, globes and digital maps</p> <p>Use maps and atlas' to identify countries of UK</p> <p>Digimaps</p> <p>Field trip to Northam burrows – beach</p>	
Local links	Northam Burrows	
Diversity		
Assessment – high quality outcome		

Year 3	What would I find in the different climate zones? 6	Why do people settle in Bideford? 6
Curriculum and content	<ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn • Describe and understand key aspects of: physical geography, including: climate zones 	<ul style="list-style-type: none"> • Describe and understand key aspects of: 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 • 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.
Enquiry Question	What would I find in the different climate zones?	Why do people settle in Bideford?

Disciplinary concepts: <ul style="list-style-type: none"> • Locational • Place • Human and physical 	Identify the climate zones- the natural resources from them. Understand latitude and the tropics. Understand Southern hemisphere, Northern hemisphere and recap equator. Name and locate countries in Europe. Identify the vegetation belts (forest, grassland, tundra, desert, ice sheet) in relation to climate zones.	Understand settlement and land use. Identify key human and physical features of Bideford.
Substantive concepts: <ul style="list-style-type: none"> • Skills • Fieldwork (In Bideford- whole day trip) 	Use maps, globes and digital maps Annotated maps Marking information on a large-scale plan- using colour to represent vegetation belts.	Use maps, globes and digital maps Annotating a simple map of the school. Sketch maps of Bideford- identifying key landmarks. Placing key features onto a map of their local area. Designing a questionnaire- collect results and create a presentation.
Local links		Bideford
Diversity		
Assessment – high quality outcome		Designing a questionnaire- collect results and create a presentation.

Year 4	What can be found in European biomes? 8	Which foods can we get in Europe? 4/6	How are the Elorn and the river Torridge similar? 6
Curriculum and content	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to 	<ul style="list-style-type: none"> • Describe and understand key aspects of: human geography, including: types of 	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the

	<p>locate countries and describe features studied</p> <ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none"> 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>location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.
Enquiry Question	What can be found in European biomes?	Which foods can we get in Europe?	How are the Elorn and the river Torridge similar?
<p>Disciplinary concepts:</p> <ul style="list-style-type: none"> Locational Place Human and physical 	<p>Understand what a biome is. Identify the different biomes (forest, grassland, tundra, desert, aquatic) which are specifically in Europe.</p>	<p>Understand what trade is.</p>	<p>Understand and identify key parts of the water cycle (science)</p> <p>Comparing a European country with the UK.</p> <p>Understand how hydroelectric is a natural resource.</p>
<p>Substantive concepts:</p> <ul style="list-style-type: none"> Skills 	<p>Use maps, globes and digital maps Annotated maps</p>	<p>Use maps, globes and digital maps Creating data/graph</p>	<p>Use maps, globes and digital maps Sketch maps Making comparisons</p>

• Fieldwork	Eden project	Tesco	Trip along the river Torridge
Local links		Bideford	Bideford/Landivisiau
Diversity			
Assessment – high quality outcome			

Year 5	How are Mountains formed? 8	How are Bideford (North Devon) and Manteo (North Carolina) similar? 6
Curriculum and content	<ul style="list-style-type: none"> 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) Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> 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 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) 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Enquiry Question	How are Mountains formed?	How are Bideford (North Devon) and Manteo (North Carolina) similar?
Disciplinary concepts <ul style="list-style-type: none"> Locational 	Longitude Locate world's countries (North and South America)	Time zones Longitude

<ul style="list-style-type: none"> Place Human and physical 	mountains	<p>Locate world's countries (North and South America)</p> <p>Similarities and differences between America and UK</p> <p>Settlement and land use, economic activity</p>
<p>Substantive concepts</p> <ul style="list-style-type: none"> Skills Field work 	<p>Use maps, globes and digital maps</p> <p>Annotated drawing/maps</p> <p>Research</p>	<p>Use maps, globes and digital maps</p> <p>Sketch map</p> <p>Walk to Bideford</p>
Local links		Bideford/Manteo
Diversity		
Assessment – high quality outcome		

Year 6	What are effects of natural disasters? 8	How has Bideford changed over time? 6
Curriculum and content	<ul style="list-style-type: none"> 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 Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, 	<ul style="list-style-type: none"> Describe and understand key aspects of: 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 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	
Enquiry Question	What are effects of natural disaster?	How has Bideford changed over time?
Disciplinary concepts <ul style="list-style-type: none"> • Place • Location • Human/physical 	Locating countries on a map Position and significance latitude and longitude Volcanoes & earthquakes	Land use patterns
Substantive concepts <ul style="list-style-type: none"> • Skills • Field work 	Use maps, globes and digital maps News reports Research	Use maps, globes and digital maps OS maps Trip to Bideford (housing estates and shops)
Local links		Significance to our community.
Diversity	Social diversity	.
Assessment – high quality outcome		

Key websites:

Click view (for Geography videos- sign up with your school email)

Royal Geographical Society

Geographical Association

BBC Bitesize KS1- <https://www.bbc.co.uk/bitesize/subjects/zcdqxn>

BBC Bitesize KS2- <https://www.bbc.co.uk/bitesize/subjects/zbkw2hv>