

Hopton C of E Primary Academy

Geography Skills Progression of Skills and Knowledge

Intent:

At Hopton C of E Primary Academy, we believe that geography helps children to understand the world they live in and their place within it. Our geography curriculum is designed to inspire curiosity about places, people, environments and the connections between them, from the local area to the wider world. The curriculum is carefully sequenced from EYFS to Key Stage 2 so that pupils progressively build geographical knowledge, skills and understanding over time. Throughout the curriculum, pupils continually revisit the key geographical threads of place and location, human and physical geography, geographical enquiry and fieldwork, mapping and spatial awareness, and comparing places and environments. These threads are developed through increasingly challenging content and experiences, enabling pupils to think and work as geographers.

We aim to provide a curriculum that develops a secure understanding of place and scale, allowing pupils to build a growing mental map of the world. Pupils begin by exploring their immediate environment and local area before extending their understanding to the United Kingdom, Europe and the wider world. Through this, they develop knowledge of significant locations, environments and global patterns. Our curriculum develops key geographical skills, including the use of maps, atlases, globes and digital mapping, alongside regular fieldwork opportunities that allow pupils to observe, measure, record, analyse and present geographical information in real-world contexts. Pupils learn to ask geographical questions, interpret evidence and draw conclusions about the world around them. Human and physical geography are taught in balance throughout the curriculum. Pupils study physical processes such as weather, rivers, climate zones and tectonic activity alongside human themes including settlement, land use, trade and natural resources. As pupils progress, they develop an understanding of how physical and human geography interact and how environments can change over time.

Through geography, we aim to foster curiosity, responsibility and respect for the world and its people. Our curriculum is closely linked to our school values of respect, courage, perseverance, friendship, responsibility, curiosity and forgiveness, helping pupils to understand both the diversity of the world and the importance of caring for the environments and communities around them.



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How do we teach Geography through our school values?

Respect	We show respect by learning about different places, environments, cultures and ways of life around the world
Courage	We show courage by asking geographical questions and exploring how and why the world is different.
Perseverance	We show perseverance by working with maps, data and fieldwork to understand complex places and processes.
Friendship	We show friendship by sharing ideas, discussing places and working together during geographical enquiry.
Forgiveness	We show forgiveness by understanding that places and people change over time, and that sometimes human actions can affect the environment in ways we would do differently today.
Responsibility	We show responsibility by thinking about how people's actions affect the environment and how we can care for the world.



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Content Overview

<u>CYCLE A</u>			
EYFS /KS1	Castles	Toys	Trains
	<u>Place knowledge</u> We will be learning about geographical similarities and differences through studying the human and physical features of Hopton to Chitipi in Malawi.	<u>Human and Physical Geography</u> We are learning to identify the location of hot and cold areas of the world in relation to the equator and North and South poles.	<u>Locational Knowledge</u> We are learning to name and locate the world's seven continents and five oceans
LKS2	Egyptians	Stone Age, Bronze Age, Iron Age	Titanic
	<u>Geographical Skills and Fieldwork</u> We are learning to use maps, atlases and digital/computer mapping to locate countries and describe features studied.	<u>Fieldwork</u> We go to Knettishall Heath and use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<u>Locational Knowledge</u> We are learning to 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
UKS2	Greeks	Pole to Pole	Victorians
	<u>Physical Geography</u> We are learning to describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.	<u>Physical Geography</u> We are learning to describe and understand key aspects of physical geography including rivers, mountains, volcanoes and earthquakes.	<u>Human Geography</u> We are learning to 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



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<u>CYCLE B</u>			
EYFS/KS 1	Space	Healthy Me	Fire Fire!
	<u>Geography skills and fieldwork</u> We will be using fieldwork and observational skills to study the geography of the school and its grounds. We will be identifying the key human and physical features in its surrounding areas. We will devise a simple map of the school and its grounds, using and constructing basic symbols in a key. We will be learning to use simple compass directions and locational/directional language to describe routes on a map	<u>Locational Knowledge/Geography skills and fieldwork</u> We are learning to use world maps, atlases and globes to identify the United Kingdom and its countries and the seas that surround it.	<u>Geographical Skills and Fieldwork</u> We are learning to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in our area and in London. We will be learning to use simple compass directions and locational/directional language to describe routes on a map.
LKS2	Roman's	Tudor's	Anglo Saxons
	<u>Geographical Skills and Fieldwork</u> We are learning to use the eight points of a compass and four and six grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	<u>Locational Knowledge</u> We are learning to name and locate counties and cities of the United Kingdom, geographical regions, 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	<u>Fieldwork</u> We go to West Stow and use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
UKS2	Early Islam	Vikings	World War 2
	<u>Place Knowledge</u> We are learning to 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	<u>Locational Knowledge</u> We are learning to 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).	<u>Fieldwork</u> We will go to visit Redgrave and Lopham Fen to 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.



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<u>EYFS Foundations</u> <i>These foundations are developed further through carefully sequenced units of work, where EYFS access is identified within each unit to ensure clear progression into KS1.</i>	
Age 3 to 4	- Talk about what they see using a wide vocabulary. - Show interest in different occupations. - Begin to understand the need to respect and care for the natural environment and all living things. - Continue developing a positive attitude about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	- Talk about members of their immediate family and community. - Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different from the one which they live. - Understand the effect of changes seasons on the natural world around them.
ELG	<u>People, Culture and Communities</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. <u>The Natural World</u> 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.



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Skills and Knowledge	Years 1 and 2	Years 3 and 4	Years 5 and 6
Locations	- Know where we live (name of town, country). - Name the capital of England - Name Europe and at least one other continent. - Identify the Pacific and Atlantic Oceans. - Locate and name the four countries and capitals of the UK. - Identify the seas surrounding the UK. - Locate and name the seven continents	- Name and locate cities, counties and regions of the UK. - Identify human and physical characteristics of the UK. - Identify geographical regions of the UK and key topographical features (hills, rivers etc.) - Identify topographical features of the UK and recognise that landscapes can change over time. . - Name and locate at least six European countries and six in North/South America. - Locate Russia on the map. - Locate major cities and regions in these countries.	- Compare and contrast and locate climate zones, key physical and human characteristics, countries, and major cities of regions in Europe, North/South America and the UK.
Physical Themes	- Use appropriate physical themed vocabulary (eg. river, hill, mountain, forest, beach) - Use a wider range of physical themed vocabulary (eg. valley, vegetation, ocean). - Begin to describe and explain the weather.	- Describe the water cycle using appropriate geographical vocab (evaporation, rainfall, condensation etc) (cross curricular in science). - Recognise why the water cycle is vital for life on Earth (Science) - Describe key features of rivers (eg. source, tributary, delta). - Describe key features of a wide range of physical features (eg. rivers, mountains, volcanoes, earthquakes, cities, rainforests).	- Describe climate zones, using the language of equator, north and south pole, desert, tropical, polar regions. - Describe climate zones and vegetation belts and explain how these are related to latitude, the tropics, the poles, proximity of oceans etc. - Describe key features of mountains (eg. range, peak, summit). - Describe key features of a wide range of physical features. - Explain the causes and effects of natural hazards such as earthquakes and volcanic eruptions.



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Human Themes	- Use human themed vocabulary (eg. town, city, house, farm, village) - Recognise that life is different in different parts of both the UK and the world. - Use a wider range of human themed vocabulary to describe places and regions (eg. port, harbour, factory, motorway, station).	- Describe at least three different types of land use (eg. housing, farms, commercial). - Begin to explain why certain places are used for particular purposes. - Describe different types of land use and settlements, using language such as urban, rural, arable, commercial, residential. - Identify reasons why land is used in particular ways and link this to physical features - Begin to understand how trade connects places around the world.	- Describe the key aspects of economic activity and trade links (as part of a country study). - Describe the distribution of natural resources (energy, food, minerals and water) and the effect this has on lives.
Understanding Places	- Describe particular locations, using words such as quiet, noisy, busy, built-up etc. - List two similarities and two differences between the UK and one other country. - List two similarities and two differences between the UK and one non-European other country. - Begin to suggest reasons for these differences in terms of their physical and human geography. - Express preferences about places.	- Begin to recognise how the environment can change over time. - Begin to understand how physical geography affects how people live and use land. - Describe similarities and differences between UK, North America and South America.	- Understand the way that physical and human geography are related and change over time. - Develop a deeper understanding of interactions between physical and human geography (eg. describe how human activity can change environments over time.)
Map & Atlas work	- Use a map to locate the UK and Hopton. - Know the difference between North and South	- Correctly use maps, atlases and globes to locate places being studied and describe their position.	- Confidently use a range of maps, atlases and globes to locate, investigate and describe rivers, mountains, cities and countries.



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	- Recognise and understand the four points of a compass, and use this language to describe relative positions (eg. Scotland is north of Hopton). - Begin to use maps, atlases and globes to locate places.	- Use the language of position and direction (eg. compass, north, south, east & west). - Begin to have a sense of scale, recognising how much further away some countries are than others. - Select appropriate maps, atlases and globes, including Ordnance Survey maps of the local area to build-up geographic knowledge. - Understand and use keys and symbols to read maps. - Use the eight points of a compass to describe positions. - Use four- and six-figure grid references to describe and share locations.	- Confidently use maps, atlases and globes, and recognise what these do and don't tell you about life in a certain place. - Identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Northern Hemisphere, Southern Hemisphere and the Prime/Greenwich Meridian and time zones. - Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day.
Fieldwork and investigations	- Recognise photographs and landmarks of the local area. - Use photographs, stories and first-hand accounts to learn what it is like to live elsewhere in the world. - Recognise and describe the local area. - Carry out a local study and discuss findings (this could be human or physical & could be recorded with photos).	- Collect information through fieldwork, some of which should take place off-site (eg. making observations of rivers or lakes). - Record an observation in at least two different ways. (eg. using maps, sketches, graphs, photos and digital data). - Draw information from a range of sources, including photos, video, maps, satellite images and eyewitness accounts.	- Record geographical data using a range of methods - Plan and carry out fieldwork to answer a given question. - Present data and conclusions in a range of ways, including graphs, diagrams, extended writing, maps and presentations. - Collect primary data and draw conclusions from evidence.

