

Curriculum Handbook for Geography

Part 1: Intent, Implementation
and Impact / SEND Provision /
SMSC Statement / Long Term
Plan / Progression of Skills



St. Martin's
C. of E. Primary School
Serve one another in love
Galatians 5v13



St. Martin's C of E (VA) Primary School

Geography Curriculum

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.' (National Curriculum, 2014)

Aims

The national curriculum for geography aims to ensure that all pupils:

- 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.

Curriculum Intent

At St. Martin's C of E (VA) Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of their locality and the wider world, as well as their place in it. Our Geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. With this in mind, our curriculum uses an enquiry-based approach where units of work build to answer an over-arching question. We aim to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and



human processes. Through the curriculum pupils develop a nuanced understanding of place by encountering the same places in different times and contexts during their time at St Martin's. Our Geography curriculum is designed to be ambitious, where pupils apply skills in various contexts, and where learning is made relevant and meaningful to their lives. The curriculum is designed to develop knowledge and skills that are progressive, with carefully sequenced lessons and opportunities for retrieval planned in. We seek to inspire in children a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives to secondary school and beyond.

As a school sitting on top of the cliffs of a coastal town, particular care has been taken to equip children with relevant knowledge and understanding of our local area, the coastline and surrounding beaches. This is achieved both in the Geography curriculum design and through our Beach School curriculum, where pupils complete bespoke activities at the beach multiple times a year in order to deepen their appreciation and understanding of the local area, with many fieldwork opportunities as part of this.

Knowledge in Geography is defined as:

Substantive knowledge–

This is the subject knowledge and explicit vocabulary used to learn about the content.

Disciplinary knowledge–

This considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by *'thinking like a geographer.'*

Curriculum Implementation

Geography at St. Martin's is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. Each unit of work uses an enquiry-based approach, where lessons build to answer an over-arching question. At the beginning of each topic, children are able to convey what they already know, what they would like to find out and known links to prior knowledge. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.

In Key Stage 1, Geography is taught on a 2-year cycle, in Years 3, 4 and 5 on a 3-year cycle, and in Year 6, on a 1-year cycle. This method of implementation gives consideration to our mixed-age classes, ensuring that all children, no matter of their route through school, cover all of the knowledge and skills necessary.

Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.



The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Curriculum Impact

Outcomes in books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children record what they have learned comparative to their starting points at the end of every topic. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Regular fieldwork provides further relevant and contextual learning.



St. Martin's C of E (VA) Primary School
SEND Provision – Geography

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>The ability to explain a geographical concept/provide reasoning to explain a thought or opinion.</p> <p>The ability to recall basic geographical information e.g. the seven continents.</p> <p>Reading/studying of case studies/geographical texts/atlasses.</p> <p>Understanding of subject specific vocabulary.</p> <p>Difficulty in producing accurate pieces of writing e.g. a comparison of two countries.</p>	<p>Use of visuals, stem sentences or other scaffolds to enable children to accurately communicate their thoughts and opinions.</p> <p>Pre-teach can be used to revisit key geographical information. The use of rapid retrieval questions at the beginning of lessons based on previous objectives will help with recall over time.</p> <p>Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Widgit Online. Share information in different ways e.g. via a National Geographic video rather than a written text.</p> <p>Pre-teach subject specific vocabulary as necessary. Use of visuals and/or actions to introduce key vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. '<u>mouth</u> of the river' or 'water <u>table</u>.' Use of visuals/vocabulary mats to reinforce key vocabulary throughout the lesson.</p> <p>Use writing frames, 'fill in the blank' sentences, sentence starters, vocabulary mats, visuals to sequence etc. Children who have difficulties structuring their writing/who have difficulties with short term memory could use talking tins to 'hold their sentences' whilst they write at an individual word pace. Children can record work</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p>	<p>Use of visuals, stem sentences or other scaffolds to enable children to accurately communicate their thoughts and opinions.</p> <p>Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way.</p> <p>Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.</p> <p>Use a reduced number of simple instructions which are supported by visuals.</p> <p>Appropriate modelling to aid understanding.</p> <p>Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p>

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SEND Provision – Geography

	differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc).		
<u>Sensory and Physical</u>		<u>Social Emotional and Mental Health</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Fine motor skills/physical difficulties.</p> <p>Sensory/physical difficulties accessing specific environments during fieldwork activities.</p> <p>Children with a visual impairment may find it difficult to view text/images/maps.</p>	<p>Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, when conducting fieldwork activities, some children may require a larger measuring tape/thermometer. Consider alternative ways to measure information e.g. trundle wheel rather than measuring tape.</p> <p>Ensure any sensory difficulties are considered at the point of planning and appropriate alternative arrangements are made. For example, if a child will find the texture of sand overwhelming at the beach, ensure appropriate footwear has been identified and resourced. Ensure that all environments are accessible to children with physical disabilities e.g. wheelchair accessible.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by outside agencies. Enlarge images to appropriate sizes to aid access. Use digital maps rather than physical atlases where helpful. This allows children to zoom in and enlarge information on a map as needed.</p>	<p>Low self-esteem in geographical ability.</p> <p>Difficulties with social skills may result in children finding group work challenging.</p> <p>Distress caused by exposure to unfamiliar environments during trips/fieldwork.</p>	<p>Showcase different work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability. Make use of learning objectives which focus upon the specific geographical skill, e.g. focus upon the labelling of segments of a river as opposed to the neatness of the river drawn into books.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise.</p> <p>Children to be prepared for change of environment, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity. Use of trusted adults to support them whilst on field trips.</p>

St. Martin's C of E (VA) Primary School
SMSC Subject Statement

Geography

Spiritual

- Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.

Moral

- Geography supports moral development by looking at a range of moral issues such how the development of cities have put pressure on wildlife. We cover moral issues of an ever increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of it on global warming.

Social

- Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.

Cultural

- Geography supports cultural development by helping children to understanding different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places such asand are introduced to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community.



St. Martin's C of E (VA) Primary School
History and Geography Long Term Plan















Key Stage 1 – 2 Year Programme			
Year A	Autumn A	Spring A	Summer A
	Explorers	Our World	I Do Like to Be Beside the Seaside
Year B	Autumn B	Spring B	Summer B
	Down at the Farm	Historical Heroes	Let's Go on Safari

Key Stage 2- Years 3, 4, 5 – 3 Year Programme						
Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Roman Empire	The Desert Biome	Ancient Egypt – Ancient Civilisations		The United Kingdom Includes fieldwork	Stone Age to Iron Age
Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Anglo-Saxons and Scots	Vikings	UK and Europe Comparison – Italy	The Windrush Generation	Rivers and the water cycle. Includes regional study with fieldwork	
Year C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Mountains and volcanoes	World War 2 – Local Study	UK and South America Comparison – The Amazon Rainforest		Ancient Greece	Coasts with Environmental Study Fieldwork



Year 6 - 1 Year Programme					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Maya Civilisation	UK and North America comparison	Extreme Earth		Britain Since 1948	



St. Martin's C of E (VA) Primary School
Geography Progression of Skills

<p>Substantive knowledge</p>	<p>Locational Knowledge Place Knowledge Human and Physical Geography</p>	<p>Space </p>	<p>Scale </p>	<p>Place </p>	<p>Cultural understanding </p>
<p>Disciplinary knowledge</p>	<p>Fieldwork Data Collection and Analysis Questions and Informed Responses Comparison and Change Over Time Mapping</p>	<p>Mapwork and fieldwork </p>	<p>Data collection and analysis </p>	<p>Geographic questions </p>	<p>Informed responses </p>
<p>Human processes </p>	<p>Physical processes </p>	<p>Interconnection </p>	<p>Environmental interaction </p>	<p>Comparison </p>	<p>Change over time </p>

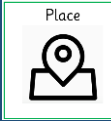

Substantive knowledge



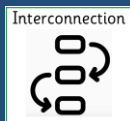

<p align="center">Locational Knowledge</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div data-bbox="1193 866 1317 986"> <p>Space </p> </div> <div data-bbox="1328 866 1451 986"> <p>Scale </p> </div> </div>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Name and locate different parts of the local community.</p> <p>Know that there are different countries in the world.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate the world's seven continents and five oceans.</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental</p>	<p>locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human</p>

St. Martin's C of E (VA) Primary School
Geography Progression of Skills

			<p>their environmental regions, key physical and human characteristics, and countries</p> <p>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).</p> <p>Identify the position of Equator, Northern Hemisphere, Southern Hemisphere on a map.</p>	<p>their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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.</p> <p>Identify the position of Equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude on a map.</p>	<p>regions, key physical and human characteristics, countries, and major cities</p> <p>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.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere on a map.</p>	<p>characteristics, countries, and major cities</p> <p>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>
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Geography Progression of Skills

Place Knowledge						
						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand that some places are special to members of their community.</p>	<p>Identify geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>	<p>Identify 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>	<p>Identify geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country or region within South America</p>	<p>Identify and explain geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country or region within South America</p>	<p>Identify and explain geographical Similarities, differences and patterns through the study of human and physical geography of a region of the United Kingdom and a region in a European country or region within South America</p>	<p>Identify and explain geographical similarities, differences and patterns through the study of human and physical geography of a region of North America</p>

Human and Physical Geography							
							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Use the local area for exploring both the built and natural environment.</p> <p>Use all of their senses in hands-on exploration.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,</p>	<p>Describe and understand key aspects of physical geography, including: biomes, rivers, mountains, volcanoes and the water cycle.</p>	<p>Describe and understand key aspects of: physical geography, including: biomes, climate zones, rivers, mountains, volcanoes and the water cycle.</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, volcanoes and earthquakes and extreme weather.</p>	

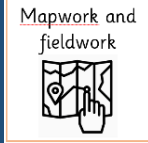
St. Martin's C of E (VA) Primary School
Geography Progression of Skills

<p>Begin to understand the need to respect and care for the natural environment and living things.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, soil, season and weather.</p> <p>key human features, including: city, town, village, factory, farm, house, office.</p>	<p>river, soil, valley, vegetation.</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Describe and understand key aspects of human geography, by identifying some types of settlements and land use.</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p>	<p>earthquakes, and the water cycle.</p> <p>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</p>	<p>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 during natural disasters.</p>
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St. Martin's C of E (VA) Primary School
Geography Progression of Skills

Disciplinary knowledge



Geographical Skills: Field Work

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</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> <p>Observe and describe daily weather patterns.</p>	<p>Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</p> <p>Make simple sketches whilst on fieldwork.</p> <p>Identify seasonal and daily weather patterns.</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.</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</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>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p>



St. Martin's C of E (VA) Primary School
Geography Progression of Skills

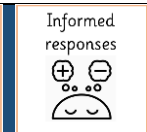
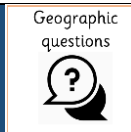


Geographical Skills: Data Collection and Analysis

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a range of sources such as simple maps, photographs, magnifiers, and visiting local places.</p>	<p>Use digital cameras to record what they see.</p> <p>Collect simple statistics – longest, shortest, highest.</p> <p>Fill in and use a class weather chart.</p>	<p>Take and use digital photographs.</p> <p>Use tally charts and simple tables to collect information.</p>	<p>Use a range of primary and secondary sources to gather information.</p> <p>Begin to make measurements/collect data on fieldwork.</p>	<p>Use a range of primary and secondary sources to gather information. Examine and question what is discovered.</p> <p>Make measurements/collect data on fieldwork.</p> <p>Begin to use a range of graphs e.g. pie charts</p>	<p>Discriminate between different sources of information.</p> <p>Make careful measurements e.g. rainfall, distance.</p> <p>Collect statistics about people and places.</p> <p>Use a range of graphs to present information.</p> <p>Use digital technologies to make a database to record information.</p>	<p>Carefully select sources of evidence.</p> <p>Make careful measurements e.g. rainfall, distance and input them into the appropriate form (e.g. table, tally, graph).</p> <p>Analyse data using similarity and difference.</p> <p>Suggest plausible conclusions and back up with evidence.</p> <p>Present their findings through self-selected representations e.g. reports, leaflets, multimedia.</p>





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Geography Progression of Skills



Geographical Skills: Questions and Informed Responses

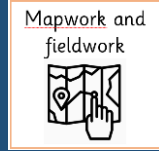
EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about members of their immediate family and community and name and describe people who are familiar to them.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Show care and concern for living things and the environment.</p>	<p>Ask and answer simple geographical questions about their locality.</p> <p>Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where.</p>	<p>Ask and answer simple geographical questions when investigating different places and environments.</p> <p>Express views about the environment and can recognise how people sometimes affect the environment.</p>	<p>Ask and answer more searching geographical questions when investigating different places and environments.</p> <p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p> <p>Communicate geographical information through a range of methods including the use of ICT.</p>	<p>Ask and respond to more searching geographical questions including 'how' and 'why'?</p> <p>Express their opinions on environmental issues and recognise that other people may think differently.</p> <p>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>	<p>Ask and respond to questions which are more causal e.g. why is that happening there? Could it happen here?</p> <p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</p> <p>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</p>	<p>Ask and respond to questions which are more causal e.g. what happened in the past to cause that? How likely is it to change in the future?</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>Communicate geographical information using a wide range of methods including writing at increasing length.</p>

St. Martin's C of E (VA) Primary School
Geography Progression of Skills

Geographical Skills: Comparison and Change Over Time						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid white; padding: 5px; text-align: center;"> Comparison  </div> <div style="border: 1px solid white; padding: 5px; text-align: center;"> Change over time  </div> </div>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe some similarities and differences in their local environment.</p> <p>Know that there are different countries in the world and talk about the differences they have seen or experienced in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Explain these comparisons drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p>	<p>Describe some similarities and differences when studying places and features e.g. comparing their lives with those of children in other places and environments.</p>	<p>Identify similarities and differences when comparing places and features.</p>	<p>Identify and describe similarities and differences when investigating different places, environments and people.</p>	<p>Identify and describe similarities, differences and patterns when investigating different places, environments and people</p>	<p>Recognise geographical issues affecting people in different places and environments.</p>



St. Martin's C of E (VA) Primary School
Geography Progression of Skills



Geographical Skills: Mapping – Direction/Location

EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Follow simple directions.</p> <p>Understand position e.g. under the table.</p> <p>Discuss routes and locations using words like 'in front' and 'behind'.</p>	<p>Follow directions (up, down, left/right, forwards/backwards)</p>	<p>Follow directions (as year 1 and including North, South, East, West)</p>	<p>Use 4 compass points.</p> <p>Use letter/number coordinates to locate the features on a map.</p>	<p>Use 4 compass points well. Begin to use 8 compass points.</p> <p>Begin to use 4 figure coordinates to locate features on a map.</p>	<p>Use 8 compass points.</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p>	<p>Use 8 compass points confidently and accurately.</p> <p>Begin to use 6 figure grid references.</p>

Geographical Skills: Mapping – Using Maps

EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use real maps, globes, electronic globes and map, maps of the classroom/school, local town, park, zoo, museum etc, story maps.</p> <p>Draw information from a simple map.</p> <p>Use a simple map with symbols to spot features in the school</p>	<p>Use picture maps and globes.</p> <p>Use a simple picture map to move around the school.</p> <p>Recognise that a map is about a place.</p>	<p>Find land/sea on a globe.</p> <p>Use teacher drawn base maps.</p> <p>Use an infant atlas.</p> <p>Begin to identify features on aerial photographs.</p> <p>Follow a route on a map.</p> <p>Use a plan view.</p>	<p>Use large scale OS maps.</p> <p>Begin to use map sites on the internet.</p> <p>Begin to use junior atlases.</p> <p>Identify some features on aerial photographs.</p>	<p>Use large and medium scale OS maps.</p> <p>Use map sites on the internet.</p> <p>Identify features on aerial photographs.</p> <p>Use junior atlases, including index and contents page within atlases.</p>	<p>Use medium scale land ranger OS maps.</p> <p>Use index and contents page within atlases.</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose (e.g. pick an atlas to find Taiwan, pick an OS</p>	<p>Use OS maps and atlases confidently.</p> <p>Use atlases to find out about other features of places (e.g. mountain regions, weather patterns).</p>

St. Martin's C of E (VA) Primary School
Geography Progression of Skills

grounds or in the local community.			Follow a route on a map with some accuracy.	Follow a route on a map.	map to find a local village.)	
Geographical Skills: Mapping – Drawing Maps						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe a familiar route.</p> <p>Draw and create their own maps using real objects, and/or pictures and symbols.</p> <p>Look at signs and symbols on different types of maps for example in school and the local community.</p>	<p>Draw picture maps of imaginary places and from stories.</p> <p>Make 3D maps using junk mapping.</p> <p>Use own symbols on an imaginary map.</p>	<p>Create their own simple maps and symbols.</p> <p>Draw a map of a real or imaginary place (e.g. add detail to a sketch map from an aerial photograph).</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p>	<p>Begin to draw a simple sketch map.</p> <p>Begin to make a map of a short route experienced, with features in the correct order.</p> <p>Know why a key is needed.</p>	<p>Draw a sketch map.</p> <p>Make a map of a short route experienced, with features in correct order.</p> <p>Begin to recognise symbols on an OS map.</p>	<p>Draw a sketch map using symbols and a key.</p> <p>Use/recognise OS map symbols.</p>	<p>Draw a variety of thematic maps based on data.</p> <p>Use/recognise OS map symbols confidently.</p>

