



## Geography

Skills Progression– May'19

'Skill Themes' developed from the **Geographical Association (GA)**

	<b>Skill</b> <b>Theme 1</b> <b>Locational knowledge</b>	<b>Skill</b> <b>Theme 2</b> <b>Describe places using geographical vocabulary</b>	<b>Skill</b> <b>Theme 3</b> <b>Compare and contrast places</b>	<b>Skill</b> <b>Theme 4</b> <b>Investigative skills-asking and answering questions</b>	<b>Skill</b> <b>Theme 5</b> <b>Use maps, atlases, globes and images</b>
<b>End of Key Stage 1</b>  <b>(Year 2)</b>	1.1 Demonstrate simple locational knowledge about places in UK and wider world.  1.2 Demonstrate knowledge of locality of Norwich.	2.1 Describe places studied using simple geographical vocabulary.  2.2 Know vocabulary for some geographical features of places studied.	3.1 Be able to identify some differences and similarities between places studied and own locality.  3.2 Be able to express reasonable opinions about what it would be like to live in climate of different places.	4.1 Be able to ask and answer simple questions about geographical features and concepts.  4.2 Use different geographical resources to try to find the answers to an investigation.	5.1 Know that maps use a plan view and how an atlas is organised.  5.2 Be able to find places on a globe.  5.3 Have looked at photographs of geographical features and explained what they are showing.
<b>End of Lower key Stage 2</b>  <b>(Year 4)</b>	1.3 Name and locate countries, cities and regions of the UK.  1.4 Name and locate some of the world's countries and continents.	2.3 Describe and understand some key aspects of physical geography using some correct terms.  2.4 Describe and understand some key aspects of human geography using some correct terms.	3.3 Understand geographical similarities and differences between two regions of the UK.  3.4 Begin to understand some of the links between physical and human processes ie how they impact upon each other.	4.3 Use a range of methods including sketch books, maps, plans and graphs.  4.4 Use fieldwork to observe, measure, record and present features (human and physical) of the local area.	5.4 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  5.5 Use symbols and key (including OS maps) to build knowledge of UK and wider world.
<b>When we leave the school.</b>  <b>(Year 6)</b>	1.5 Describe the geographical regions and key topographical features of the UK and the wider world.  1.6 Understand how some geographical features have changed over time.	2.5 Describe and understand some key aspects of physical geography using and explaining many correct terms.  2.6 Describe and understand some key aspects of human geography using and explaining many correct terms.	3.5 Understand geographical similarities and differences and change through study of human and physical geography of UK and parts of wider world.  3.6 Develop a deeper understanding of the links between physical and human processes ie how they impact upon each other.	4.5 Use a range of methods including sketch books, maps, plans and graphs and digital technologies.  4.6 Use fieldwork to observe, measure, record and present the human and physical features of the wider local or regional area.	5.6 Use maps, atlases, globes and digital/computer mapping to locate countries and describe a range of features.  5.7 Use the eight points of the compass, four and six-grid references, symbols and keys (including OS maps) to build knowledge of UK and wider world.

**Key subject specific vocabulary (Tier 3 vocab)** to be embedded and revisited during the study of geography in Little Melton:

atlas, globe, valley, vegetation, weather, seasons, continent, compass, country, key, plan, environment, erosion, attrition, altitude, indigenous, temperate, urban, rural, sub-urban, settlement, famine, international, industrial, agricultural, precipitation, latitude, longitude, coastline, port, resources.

**We believe these skills are important for life because:**

- ◆ We want children to be able to place themselves in relation to the rest of the world. We want them to be curious about the world they live in, and with the skills to investigate, research and question to find out more.
- ◆ We want children to be confident in their use of a range of geographical tools, and to be adept in unlocking higher learning at the next stage, through their grasp of key subject specific vocabulary.
- ◆ We want children to have an appreciation of the impact of human behaviour upon our natural environment, and grow to be conscientious environmental citizens for the future.