

***Subject***

***Skills development for planning progression through the curriculum.***

***Knowledge should be taught at age related expectations within the content, taken from the National Curriculum programme of study.***

***Skills should be learned at the level of the children’s ability.***

*Key Questions for the teacher:*

1. *Is the quality of children’s work improving over time?*
2. *Are children broadening their knowledge?*
3. *Are children raising the level of their skills which they can use and apply throughout their work?*
4. *Are children deepening their understanding of the areas being studied?*

Subject: Age Related Statutory Coverage

|  |  |  |
| --- | --- | --- |
|  | Key Stage One Learning | Key Stage Two Learning |
| Knowledge | Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: **Locational knowledge** * 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.

 **Place knowledge** * 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.

**Human and physical geography**.* 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.
 | Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: **Locational knowledge** * 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).

**Place knowledge** * 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.

**Human and physical geography.***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.
 |
| Skills | **Geographical skills and fieldwork** * 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 of its surrounding environment.
 | **Geographical skills and fieldwork** * 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.
 |

Overview of Progress/Planning Progression

|  |  |
| --- | --- |
| ICT LinksMaths Links | Taken from ‘The Rainbow Continuum’ (skills development for planning progression through the curriculum). It suggests:**Knowledge** – This should be taught at ‘age related expectation’ within the content taken from the National Curriculum programs of study.**Skills** – These should be learned at the level of children’s ability. |
| Area | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Maps** | * Use simple blocked maps and plans.
* Make simple plans and talk about them.
* Mark the location of the school on a simple local map.
* Identify where they have been on holiday using a map.
 | * Identify features on a map.
* Know the main aspects of the British Isles using maps.
* Draw simple maps & plans, sometimes with keys.
* Make a plan of the classroom.
* Mark some locations on a map of the UK – our town, our school visit, my holiday.
* Identify the main regions of the world – continents, equator, tropics.
* Begin to use the concept of N, S, E & W.
 | * Draw maps of local places, including sketches from fieldwork.
* Use & draw maps with a simple key.
* Use maps with simple grid references.
* Use concepts of N, S, E & W.
* Work out routes on maps & plans.
 | * Find the longest & shortest routes using maps.
* Plan routes using 4 points of the compass.
* Compare information from atlases with that from a globe.
* Use atlases which show physical and human features.
* Use contents and index pages of an atlas.
 | * Read and use the symbols on an OS map.
* Use four figure grid references to locate points on a map.
* Identify differences around the world.
* Plan a route & work out distances using map scales.
 | * Work out a journey time, using their knowledge of time zones.
* Use and understand simple scale.
* Use 6 figure grid references.
* Use a compass to follow a route.
 |
| **Geographical Study & Fieldwork.** | * Show interest in what they see in fieldwork.
* Record what they see in simple ways, including pictures and diagrams with labels.
* Remember & talk about what was seen.
* Use digital cameras to record what they see.
* Collect simple statistics – longest/shortest/

highest. * Fill in & use a class weather chart.
 | * Ask simple geographical questions.
* Take & use digital photographs.
* Make detailed sketches whilst on fieldwork and/or draw labelled diagrams.
* Discuss changes in weather and seasons from a chart.
* Use tally charts and simple tables to collect information.
 | * Use prediction & prior knowledge to find out about unknown places, and combine this with observation.
* Use a range of primary & secondary sources, including the internet, Google Earth and questionnaires.
* Suggest own ways of presenting information, including graphically & in writing.
* Make detailed and labelled field sketches.
 | * Make field measurement over time.
* Collect statistics and present them appropriately.
* Record information on charts, graphs & tables.
* Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate.
* Begin to use a computer to draw graphs.
 | * Draw on own knowledge and understanding when setting up a field work investigation.
* Examine, question, analyse what is discovered, using a range of evidence.
* Discriminate between different sources of information.
* Test conclusions for accuracy.
* Measure wind speed, rainfall and noise levels.
* Make good use of ICT in charts and graphs.
 | * Use a database to find out information.
* Make a database to record information.
* Prepare questionnaire to investigate people’s views on an environmental issue.
* Offer explanations for some features seen in fieldwork, underlying reasons for observations, giving own views and judgements.
 |
| **Knowledge & Understanding** | * Describe places using their characteristics and simple vocabulary – e.g. house, street, wood…
* Make lists of places with similar characteristic – e.g. the seaside, towns…
* Talk about places seen in books, videos & internet.
* Describe different types of buildings.
* Understand the concept of close and far away.
 | * Recognise characteristic physical & human features of places – built up, noisy, busy…
* Identify parts of some physical features – e.g. coast.
* Understand similarities and differences in places.
* Use aerial photographs to identify land use and geographical features.
* Know that place names are linked to paths and roads.
* Express views about local area and environment.
* Use vocabulary of size to classify – hamlet, town, city.
 | * Work out a location using a range of information.
* Understand the different uses of different places.
* Understand that different places may have similar/

different characteristic & give reasons for these.* Understand and use the concept of reciprocal link between physical and human features.
* Identify the parts of a river, land use around and how these can change people’s lives.
* Begin to understand geographical pattern – e.g. industry by a river.
 | * Describe and identify how a place has changed.
* Understand how economic development can change a place.
* Express views and recognise how people affect the environment, summarising the issues.
* Suggest ways of improving local environment.
* Understand how weather changes an environment.
* Know the difference between weather and climate.
* Suggest ways towards a reduction in climate change.
* Describe how change can lead to similarities between different places.
 | * Begin to recognise geographical patterns, and identify through aerial photographs.
* Understand why people choose to live in contrasting areas.
* Compare the lives of people in 2 different environments or places.
* Understand how people can both improve & damage the environment.
* Suggest how human activities can cause changes to environment and to the different views people hold.
* Interpret other people’s arguments for change, analysing and evaluating their viewpoints.
 | * Explain the process of erosion and deposition, and its effects on people.
* Consider the future of some physical & human features, based on an understanding of change.
* Explain their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments each.
* Make a plausible case for environmental change.
 |

Suggestions for Activities to Meet the Curriculum Intent

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  |  |  |  |