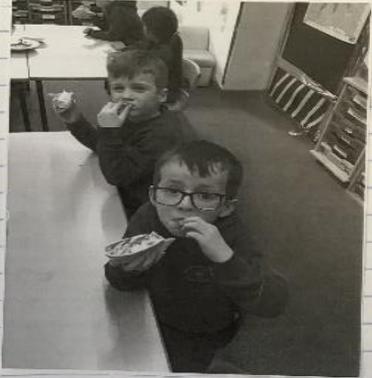


## Progression of Skills and Knowledge in Geography

3.2.23

LO: I know about some special food in Mexico.

SC: To compare my life to life in another (non-european) country.



Gr. 2 Darcy

A Day With Mr. Sandler

Mr. Sandler works on rivers. He works for the Environment Agency




**River Thomas**

Swimming the boat I see the river was deep and straight. This meant I'd have to stop the water every day but I got home with a whole lot of 'special' water now!

**Lead, Dance**

They are used to slow the flow of the water. There is the big along the river by holding it back with the 'stone' dam.

**The Big Question: Who Owns Paradise? = Who Controls Paradise? "Sustainability"**

Not all things highly river mean we can control the speed of water (it is still always the flow)

**Life Cycle**

1. Silver eels leaving the sea col.
2. Eggs
3. Larval stage
4. Young fish
5. Adults
6. Yellow fish

**What one? Green or Blue?**

Well, I hope you chose blue because the blue water is clean, clear and NOT unhealthy. Green is unhealthy. It's got less things at the bottom and it's got less things and animals that like that. So? How you changed your mind?

**Sustainability**

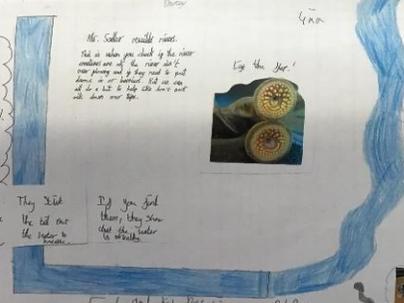
Well, we know about this horrible climate change that we are causing. We need to stop polluting, grow less crops and take care of our rivers because we are changing LIFE.

The government should have more of a role to play in the rivers. The government has got to make sure that the rivers are not too polluted, growing crops and taking care of the river.

**Eel and Fish Passes**

These help fish and other pass through the river. It's like a bridge for the fish.

**Ed. Pro.**



# Geography

# Progression of Skills and Knowledge in Geography

**Geography Overview written by Jo Steenkamp, Subject Leader**

## **Curriculum Intent**

Here at Elton C of E Primary School, our geography curriculum aims to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

The role of geography at our school is to develop children's interest, appreciation, knowledge and understanding of the diversity of the world and people around us. Children will gain knowledge and understanding of the world, its environments and places near and far, as well as the processes that create and affect them. Geography also enables children to see the interaction between Earth's features, how these change over time and to apply this understanding when learning about different places.

## **Curriculum Implementation**

At our school, physical, human and environmental geography are taught through our 'Big Questions.' Although different elements of geography are covered throughout the school year, Geography is the main curriculum focus of the Spring term and the 'Elton Explores' theme. In order for the children to retain the knowledge that they have gained throughout the previous terms and years, short recap/quiz style sessions are planned and delivered by the teachers on a regular basis.

Our school's geography curriculum is designed with components which run throughout and are built on in each year group: location knowledge, place knowledge, understanding human and physical geography and geographical skills and fieldwork.

The children in Key Stage One follow a 2 year rolling programme to ensure that they are taught the required National Curriculum objectives throughout the key stage. In KS1 children learn to locate the UK and its countries/surrounding seas and the continents of the world. Children also develop knowledge of the location and features of their local area and begin to compare their local area to localities in other parts of the world.

Key Stage Two follow a one (Year 6) or three year (Years 3,4,5) rolling programme, depending on the year group. In Key Stage 2, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and other continents throughout the world. This includes the location and characteristics of a range of the world's most significant human and physical features. Our pupils develop their use of geographical knowledge, understanding and skills to enrich their locational and place knowledge.

Fieldwork is also a key part of Geography which encourages exploration of their own environment and challenges children to make connections between their local surroundings and contrasting areas. We are so lucky to be based in such a stunning location which offers so many opportunities for fieldwork right on our doorstep!

# Progression of Skills and Knowledge in Geography

## Curriculum Impact

Every child has a geography book that goes with them through the school, so they can build on prior geographical skills and knowledge and access subject-specific vocabulary. Formative assessment takes place throughout the school year and teachers use this information to inform future lessons, ensuring that children are supported and challenged appropriately. Subject leaders identify any trends or gaps from the assessment, and adapt the curriculum and subject plan appropriately. This ensures that all children have a wide geography base and opportunity to develop geographical thinking and skills. In turn, this promotes personal development and the concept of the child as a future world citizen.

## Extra-curricular opportunities

- Throughout the year, geography (and geography fieldwork) is a learning option in our Homework Matters
- Orienteering games and challenges in before and after-school clubs, along with Elton Enrich, gives further opportunities for children to develop their geographical skills and knowledge.
- Links with the One Love charity in India, provide children with real interactions and living geographical evidence of life in another country.

# Progression of Skills and Knowledge in Geography

| EYFS  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
|---|--|--|--|--|---|---|
| <b>Locational Knowledge</b>   |  |  |  |  |   |   |
|   | <p>Know names of 7 continents and 5 oceans Name four countries of the UK and their capital cities</p>  | <p>Name and locate the 7 continents and 5 oceans</p> <p>Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas</p>  | <p>Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities</p> <p>Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator</p> <p>Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic</p> <p>Begin to identify position of Prime/Greenwich Meridian and time zones</p> | <p>Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities</p> <p>Name and locate countries and cities of the UK, describing geographical regions and topographical features</p> <p>Explore how some aspects of physical and human characteristics have changed over time</p> | <p>Locate majority of world's countries &amp; cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features</p> <p>Identify position of latitude, longitude and N/S Hemispheres</p> <p>Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic</p> <p>Identify position of Prime/Greenwich Meridian and time zones</p> | <p>Locate world's countries &amp; cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features</p> <p>Name and locate countries, cities and regions of the UK</p> <p>Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land use patterns have changed over time</p> <p>Apply understanding of positional language eg longitude, latitude to explain geographical characteristics eg topography</p> |
| <b>Human &amp; Physical Geography</b>   |  |  |  |  |   |   |
| <p><b>(The Natural World)</b> 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>Begin to use basic geographical vocabulary eg <i>town, city, beach, forest, sea, mountain</i></p> <p>Talk about daily weather and seasonal weather patterns in the UK</p> <p>Find hot and cold areas in world using atlases</p> | <p>Develop geographical vocab eg <i>rural, urban, vegetation, season</i></p> <p>Identify daily weather and seasonal weather patterns in the UK</p> <p>Locate and name hot and cold areas in world in relation to Equator and the North/South Poles</p> | <p>Begin to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Begin to describe some key aspects of human geography (settlement/land use and distribution of natural resources)</p>   | <p>Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p>  | <p>Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p> <p>Understand the interaction between physical and human processes and features</p>                         | <p>Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Examine and explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p> <p>Understand the interaction between physical and human processes and features and how these change over time</p>  |

# Progression of Skills and Knowledge in Geography

| EYFS   | Year 1  | Year 2   | Year 3   | Year 4   | Year 5   | Year 6  |
|--|---|--|--|--|--|---|
| <b>Skills &amp; Fieldwork</b>  |   |  |  |  |  |   |
| <p><b>(People, Cultures and Communities)</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>   | <p>Start to use world maps, a atlases and globes</p> <p>Begin to use simple compass directions and locational language</p> <p>Use aerial photos and plans to recognise landmarks</p> <p>Draw simple maps eg of school grounds</p> | <p>Use world maps, atlases and globes</p> <p>Use simple compass directions and locational language to describe the location of features and routes on a map</p> <p>Use aerial photos and plans to identify features, human and physical</p> <p>Devise simple maps and create a key using symbols</p> | <p>Confidently use world maps, atlases and globes and begin to use digital mapping</p>                             | <p>Securely use world maps, atlases and globes and use digital mapping</p> <p>Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</p> | <p>Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world</p> <p>Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology eg <i>numerical, quantitative and writing at length</i></p> <p>Use 8-point compass, grid references and Ordnance Survey maps</p> | <p>In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology eg <i>numerical, quantitative and writing at length</i></p> <p>Use digital mapping, 8- point compasses, 4- and 6- digit grid references and Ordnance Survey maps</p> |
| <b>Place Knowledge</b>   |   |  |  |  |  |   |
| <p><b>(People, Cultures and Communities)</b> 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.</p> <p>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> | <p>Talk about similarities and differences between area of UK and non- European area</p>  | <p>Identify similarities/differences in physical/human geography between area of UK and non-European area</p>  | <p>Begin to explain geographical similarities and differences (region of UK, European country and N/S America)</p> | <p>Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically</p>  | <p>Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically</p>  | <p>Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways</p>  |