

Tipton St John C of E Primary School

Progression in Geography Skills

	FSU	KS1	LKS2	UKS2
Breadth of Study & Enquiry Questions	<p>Understanding the World PCC – new EYFS framework</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them and contrasting environments.</p>	<p>Year A: How does the natural environment around Kampong Ayer compare with the natural environment where I live? What can you find in Kampong Ayer compared to where I live? How can a disaster change things for the better? Humanities – Great fires of London/Ottery</p> <p>Year B: How does where we live affect our lives? Where in the world is Japan? What can you find in Japan compared to where I live? What are the differences between Japanese and English cultures? -</p>	<p>Year A: How is flood management at Exminster Marshes helping lapwings out of the red? How and why is the coastline of Dawlish changing? How has transport changed over time in our local area? How has our natural location affected this?</p> <p>Year B: What are the similarities and differences between my country and a different European country (France)? What are the similarities and differences between my country and a different European country? (Greece) How and why have our local buildings changed, and how has our local area affected these changes? -</p>	<p>Year A Why is the Exe Estuary so important? How can the sea and weather affect our coastline? (2) How has the sea affected life in the UK and how will it affect life in the future?</p> <p>Year B: What do I know about a South American country? (double unit) What is going on in my neighbourhood? -</p>
Geographical Enquiry	<p>Learn new vocabulary and the meaning of the words.</p> <p>Know about similarities and differences in relation to places, objects and living things.</p> <p>Talk about where they go on holiday and share experiences on Tapestry about places they visit. Ask questions – what is this place like? What is the weather like? What is special about this place?</p>	<p>Ask and respond to simple questions. Express opinions about different places. Use information books and pictures as sources of information. Make simple comparisons between features of places. Investigate questions about weather and seasons. Recognise how places have become the way they are now. Observe and record in different ways.</p>	<p>Ask questions such as, “What is this landscape like? What will it be like in the future?”</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos.</p> <p>Analyse evidence and draw conclusions.</p>	<p>.Ask relevant questions where the answers will further their understanding or future research.</p> <p>What is the landscape like and how is it changing? How have patterns changed over time? What does this suggest about the future?</p> <p>Design and use questionnaires to obtain views of a community.</p> <p>Collect and record evidence from a range of sources.</p> <p>Draw conclusions from patterns noticed in data e.g. temperature, land use and physical features.</p> <p>Analyse evidence and draw conclusions explaining the reasoning behind them.</p>
Locational Knowledge	<p>Enrich their vocabulary by introducing new words in their play and learning.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Name and locate the world's seven continents and five oceans. Name the four countries of the United Kingdom and their capital cities. Identify key characteristics of the countries in the United Kingdom. Know where Tipton St John is in relation to the rest of the united Kingdom. Talk about what makes their local area special. Ask questions –what is this place like to live in?</p>	<p>Locate the world's countries using maps to focus on Europe, concentrating on their environmental regions key physical and human characteristics, countries and major cities.</p> <p>Focus country Greece: locate and talk about the location.</p>	<p>Locate the world's countries using maps to focus on North and South America concentrating on 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, land use patterns and</p>

	<p>Express own views about a place, people and likes or dislikes about a place.</p> <p>Talk about favourite or special places.</p>	<p>Express own views about a place, people, environment and give reasons for their likes and dislikes.</p>	<p>Name and locate counties and cities of the United Kingdom.</p> <p>Locate Devon and the surrounding counties. Locate major physical features of the Southwest.</p> <p>Identify the position and significance of latitude, longitude, equator, Northern hemisphere, Southern Hemisphere.</p> <p>Discuss how time is different in different countries making links with holiday experiences and some elements of the science curriculum.</p> <p>Communicate in ways suitable for task and the audience; ie poetry creating a sense of place.</p>	<p>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, tropics of Capricorn and Cancer and Arctic and Antarctic circles, the prime/Greenwich meridian, and time zones (including day and night.)</p>
Place Knowledge	<p>Introduce new vocabulary linked to looking at maps.</p> <p>Observe and discuss how to use photos to find a building, locate and follow a route and use maps to find out information.</p>	<p>Observe and record eg identify buildings on a street map or memory map. Read and describe a map of a route. Record maps of route using sketches and diagrams. Identify features on a map: Blue=water or red=road Identify the UK on a map of the world. Identify the four countries of the United Kingdom on a map and know the main features of each. Introduce plan view as well as being able to link personal pictorial key to symbols. Know how to use the Title/Key and direction on a map. Use contents and index to locate places in an atlas with help.</p>	<p>Locate information about places with speed and accuracy Explore geographical issues through drama/role play.....historical timeline of settlement.</p> <p>Locate places in an atlas or map book using the contents and the index.</p> <p>Communicate in ways suitable for task and the audience; ie poetry creating a sense of place.</p>	<p>Use keys to locate information and to make deductions about the landscape/industry/ features of a place. Explore geographical issues through debate.</p> <p>Locate places knowing which atlas or map book is the most suitable, using the contents and the index.</p> <p>Communicate in ways appropriate to task and audience using charts and graphs, writing to local paper, persuasive writing, showing levels of development on overlays etc</p>
Human and Physical Geography	<p>Show some understanding of human or physical features.</p> <p>Know about differences and similarities in relation to places, objects and living things.</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p>Writing in role eg exploration/settlement/water</p> <p>Describe a feature and how it got there.</p> <p>Be able to sort features into physical or human.</p> <p>Identify features on a map as natural or man made.</p>	<p>Identify how some local physical and human features have changed over time. Also, identify features of the countries they study in this phase.</p> <p>Refer to human and physical features to make conclusions between locations using photos, pictures and maps. Be able to explain which is human and which is physical.</p> <p>Identify and explain different views of people including themselves. (ie should a quarry built in a certain location?)</p>	<p>Design questionnaires to obtain the views of a community on a subject. Give increased justification and detailed reasons influencing views.</p> <p>Make deductions about landscape/industry/features in relation to whether they are human or physical.</p> <p>Identify how features have changed over time in the countries studied in the themes for this phase.</p>
Geographical Skills and Fieldwork	<p>Communicate in different ways through... pictures or pictograms</p>	<p>Communicate in different ways: Pictures/pictograms/simple maps/sketches/labelled diagrams</p>	<p>Describe route and direction (8 points of the compass)</p>	<p>Describe route and direction linking to a compass to 16 points.</p>

	<p>making observational drawings</p> <p>making imaginary maps</p> <p>exploring maps in story books</p>	<p>Use simple measuring instruments.</p> <p>Use a camera.</p>	<p>Describe route and direction linking NSWE with degrees on the compass.</p> <p>Collect and record evidence:</p> <p>Construct a questionnaire</p> <p>Show results in a simple chart</p> <p>Colour code maps which show patterns</p> <p>Make scaled drawings.</p> <p>Use a rain gauge, anemometer etc</p> <p>Identify features such as blue line for a river and use official keys.</p> <p>Record measurements over a period of time: shadows, path of rain water,</p> <p>Draw maps 9 pan views)</p> <p>Draw accurate maps using of keys</p>	<p>Analyse evidence and draw conclusions comparing maps of varying scales, temperature of various locations and search for patterns.</p> <p>Collect data on land use/temperature and explain reasons behind it.</p> <p>Conduct a land use survey and categorise codes. .What influence does this have on our everyday lives?</p> <p>Field sketches show understanding of pattern/movement and change.</p> <p>Make accurate scaled drawings.</p> <p>Use and interpret measurements from a rain gauge, anemometer etc</p> <p>Record measurements of river/width/depth velocity</p> <p>Draw maps demonstrating accuracy of scale.</p>
Geographical vocabulary	<p>Learn a range of new geographical vocabulary and asses if they are using these words in their 'busy learning times', class and guided sessions.</p> <p>Provide opportunities to assess if they understand the meanings of new words.</p> <p>Use prepositional language to describe a route or location e.g. forward, backward, left right, under and over</p>	<p>, Use prepositional language progressing from the foundation stage</p> <p>Far from, above, across, after, between, near to</p> <p>Map, Title, Key, Direction, compass</p>	<p>Link vocabulary to their topic eg contour, height, valley, river-bed, meander, coastline, erosion</p>	<p>Link vocabulary to themes eg settlement/urban/rural/land use/ sustainability/ rivers/ confluence/tributary</p>
ICT	<p>Watch short clips and observe pictures to expand their learning.</p> <p>Use and select technology for particular purposes and geographical activities.</p>	<p>Show simple MAPS and pictures on COMPUTER OR I-PAD</p> <p>Read graphs showing results of an enquiry.</p> <p>Write a report.</p>	<p>Know how to collect data using excel or similar</p> <p>Use given websites to research given questions</p> <p>Be able to read and interpret given data</p>	<p>Know how to collect and interpret data using excel or similar</p> <p>Analyse data using charts and graphs</p> <p>Use CD –Rom or Google search engine to find information about locations to answer their own questions</p>

			<p>Be able to present data using excel or similar graphics program</p> <p>Write reports and combine with imported pictures.</p>	<p>Use e-mail to connect with a school in another location...eg South America</p> <p>Be able to present own data using excel or similar calculation and graphing tools program</p> <p>Write reports inserting pictures and graphics.</p>