

# Progression of Skills in Geography

**Curriculum Intent:** Our intent is to engender the excitement, creativity and critical thinking about the world that will equip young people to make their own way in it. We want to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. Through our teaching, we intend to provoke thought and develop their cartography skill so they have a good understanding of the world. We believe that children need to know where they are, in relation to other places, as a real-life skill. We believe children need to know what an environment is and their role in looking after God's world as responsible citizens, with a duty to preserve it for future generations. We believe children need to develop a sense of awe and wonder about the diversity of the world around them.

**Implementation:** Classes at the Junior Department are named after the continents. This is in place to ensure that pupils consolidate their KS1 knowledge of the continents and each class will learn about their continent throughout the year. The intention is that by the time children leave Highfield, they have a good understanding of the world. Geography at Highfield 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 these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Teachers use the subject progression ladder to ensure learning builds, year on year and that no key concepts are missed. Existing knowledge is checked at the beginning of each topic. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.

Cross curricular outcomes in geography are specifically planned for. The Geography provision is also well resourced and specific resources are mapped to specific year groups and topics to support effective teaching and learning. The local area (e.g. Southampton common and the 'secret garden') is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. We capitalise on our unique area in the UK and ensure that school trips are planned across the school so pupils gain a deep understanding of our local environment e.g. KS1 trip to Lepe beach, Year 3/ 4 trip to the rainforest.

**Impact:** Outcomes are high quality in topic and literacy books, evidencing a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork.

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. SEN pupils are carefully considered and adaptations are made to ensure that they are included and well supported. Data is collected at the end of the school year and recorded on SIMS so teachers can see year on year which pupils are exceeding, met or working below national expectation.

**Cultural Capital:** Through the teaching of geography at Highfield, children will accumulate knowledge of the world around them. Throughout our school they will begin to gain the geographical knowledge needed to succeed in their lives beyond education. We will achieve this through a mix of fieldtrips, visits (beginning with the school's locality and then branching outwards), enquires and discussions within the topics children are studying and also current affairs at local, national and international level.

## Key Assessment Areas:

Cartography



Human Geography



Physical Geography



Substantive knowledge

### Locational knowledge

For example: name and locate locations; positioning systems

### Place knowledge

The connection of location and physical and/or human geography processes with personal experience

### Environmental, physical and human geography

For example: migration; glaciation; climate change

### Geographical skills and fieldwork

For example: using maps and globes; collecting first-hand evidence

Disciplinary knowledge  
Insight into the ways geography experts think

	EYFS	KS1 (2 Year cycle)		KS2 (2 Year cycle)			
		Year 1/2 Cycle 1	Year 1/2 Cycle 2	Year 3/4 Cycle 1	Year 3/4 Cycle 2	Year 5/6 Cycle 1	Year 5/6 Cycle 1
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.	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Locate and name the main counties and cities in/around Southampton and Hampshire</p>	<p>Locate and name the continents on a World Map.</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities in/around Southampton and Hampshire</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>Use a variety of sources and maps to locate continents and countries and be able to use positional vocabulary to describe their location.</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Locate the main countries in Europe (via WW2 topic).</p> <p>Linking with local History, map how land use has changed in local area over time (WW2 and Soton port).</p> <p>Identify the position and significance of latitude/longitude.</p>	<p>Use a variety of sources and maps to locate continents and countries and be able to use positional vocabulary to describe their location.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>
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.	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.	Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.		Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).
Human &Physical Geography		<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 Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>▣ key physical features, including:, forest, hill, mountain, soil, valley, vegetation, terrain, body of water, ocean, cliff, river, stream etc</p> <p>▣ key human features, including: city, town, village, factory, farm, house, office, route, motorway, railway, terminal, high street, residential area etc</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>▣ key physical features, including: forest, hill, mountain, soil, valley, vegetation, terrain, body of water, ocean, cliff, river, stream etc</p> <p>▣ key human features, including: city, town, village, factory, farm, house, office, route, motorway, railway, terminal, high street, residential area etc</p>	<p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration.</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p> <p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p>	<p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts</p> <p>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&amp;T)</p> <p>Fair/unfair distribution of resources (Fairtrade).</p>
Geographical Skills & Field work		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</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>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.</p> <p>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.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their surrounding locality and different types of settlement as Southampton’s extended urban area.</p> <p>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.</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate counties and describe features studied.</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use maps and digital maps to observe, measure and record the human and physical features in the local area.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record 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>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate biomes and vegetation belts and physical geography features.</p> <p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features human studied.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate rivers and physical features.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods that might include sketch maps, plans and graphs, and digital technologies.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>
Fieldwork Trips		Local area (no cost to parents) Routes and Journeys (no cost to parents) Beach environment – Lepe?	Beaulieu, Totton and Southampton	Southampton as a city: local area enquiry (no cost to parents)	New Forest Case study/ Living Rainforest	Trip to the shops – Re: Fairtrade (no cost to parents)	Rivers – Itchen: Riverside Park/Western Shore shuttle



