



Greenfields Primary School Geography Progression of skills

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	<p>Makes sense of their own life story and family's history, explores how things work, talk about what they see using a wide vocabulary</p> <p>Use all senses in hands on exploration of natural materials</p> <p>Continue to develop positive attitudes about the differences between people</p>	<p>Explore materials with similar/different properties</p>	<p>Shows interest in different occupations</p> <p>Continues to develop positive attitudes about the differences between people</p>	<p>Plant seeds and care for growing plants</p> <p>Talks about the differences between materials and changes they notice</p> <p>Begins to understand the need to respect and care for the natural environment and all living things</p>	<p>Explore how things work</p>	<p>Knows that there are different countries in the world and talk about the differences they have experienced or see in photos</p>
RECEPTION	<p>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</p> <p>Use technology e.g., a BeeBot and begin to</p>	<p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p>Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.</p>	<p>Complete a simple BeeBot program using a grid map or carpet squares.</p> <p>Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p>	<p>Draw information from a simple map and identify landmarks of our local area walk.</p> <p>Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining</p>	<p>Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>

	<p>respect and care for the natural environment and all living things.</p> <p>Talk about families in other countries across the world.</p> <p>Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, outdoor area map and read common and familiar signs and logos.</p>	<p>show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p>	<p>Identify on a map - <i>Recognise some environments that are different to the one in which they live e.g., Antarctica.</i></p> <p>Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p>		<p>photographs, and visiting local places.</p>	
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Key Stage 1 and 2

YEAR 1	<p>Autumn Our Local Area</p> <p>The children will develop locational knowledge based on the view from the school and local walks. Explore how we use maps, and identifying features of our local area on maps. Recall from experiences of our local area and begin to build knowledge into creating their own maps. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • identify the significant features (landmarks) of their local area and consider viewpoints in relation to this • compare journeys and landscapes and understand near/far, often/ rarely • learn about maps, map-making and symbols. use simple compass directions (North, South, East and West) 	<p>Spring People and their communities</p> <p>Children will identify, compare and explore 4 different geographical locations including: coastal, rainforest, dry (desert) and world city locations. Understand that within a location/country, there are different ways of living and describe the physical and human geography of several different places</p> <p>Knowledge, skills and concepts</p> <p>name and locate the world's seven continents</p> <ul style="list-style-type: none"> • learn about the human and physical geography of a small area in several non-European countries • read images, maps, atlases and globes • ask and answer questions • use basic geographical vocabulary. <p>use simple compass directions (North, South, East and West)</p>	<p>Summer Animals and their habitats</p> <p>Giving geographical locations to our favourite animals and identifying the needs each animal needs in their habitat (sharks, pandas, elephants). The unit also focuses the children on specific landscapes, people and issues associated with real places. Comparing habitats and observing changes within animas and habitats.</p> <p>Knowledge, skills and concepts</p> <p>name and locate the world's seven continents and five oceans</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify countries, continents and oceans • use simple fieldwork and observational skills.
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YEAR 2	<p>Autumn Our Wonderful World: What are the seven wonders of the World: In this unit, the children will bring together the ideas introduced in the previous KS1 units. This is designed to enhance and solidify their geographical general knowledge. It will also give them an appreciation of the world by introducing natural and man-made wonders, as well as ancient and modern wonders.</p> <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the seven continents and oceans • use world maps, atlases and globes • understand geographical similarities and differences when studying both human and physical geography • identify the locations of hot and cold areas around the world • use basic vocabulary to refer to physical and human features • develop knowledge about the world. 	<p>Spring Weather and Seasons: What are seasons? In this unit, the children will learn about weather and seasons. This unit has a focus on the local area, as well as looking at the wider perspective of the UK. Simply looking out of the window, collecting data in the playground and thinking about what is happening around them, can be perfect ways to support making sense of a changing world. The children will observe, spot seasonal patterns and talk about changes by using weather related vocabulary.</p> <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • develop locational and place knowledge about their locality, and the UK as a whole • understand basic subject-specific vocabulary relating to physical geography • begin to use geographical skills, including first-hand observation, to enhance their locational awareness • identify seasonal and daily weather patterns in the UK • use simple fieldwork and observational skills in their school, its grounds and surroundings • use and construct basic symbols in a key 	<p>Summer Journeys, Food: Where does our food come from? This unit links the everyday experience of buying and eating food within the UK with the children's growing geographical understanding of the world.</p> <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production • use locational and directional language (e.g. near and far) to describe the location of features and routes on a map • name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas • use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
YEAR 3	<p>Autumn Earthquakes and Volcanoes Our earth is dynamic and ever-changing. In this unit children will explore the dynamism of the earth, learning about its structure, look particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are several different types. In the Big Finish, the children will make their own erupting volcano!</p>	<p>Spring Climate and Weather In this unit, the children are introduced to different ways of communicating geographical data, particularly through different styles of maps. They will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity</p> <p>Knowledge, Skills and concepts:</p>	<p>Summer Our World In an earlier unit, the children used several different representations of the world, or parts of it, without questioning them. In this unit, they will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.</p> <p>Knowledge, Skills and concepts:</p>

	<p>Knowledge, Skills and Concepts:</p> <ul style="list-style-type: none"> • describe and understand the key aspects of volcanoes and earthquakes • understand that the distribution of earthquakes and volcanoes follows a pattern • be introduced to plate tectonics. • learn about the ‘Pacific Ring of Fire’ 	<ul style="list-style-type: none"> • locate some of the world’s climate zones on a globe or map, name examples and have some understanding of them • extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations • describe and give examples of the variety of biomes and vegetation belts • use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts • identify the world’s hottest, coldest, wettest and driest locations. 	<ul style="list-style-type: none"> • improve their locational knowledge through identifying the position and significance of latitude, longitude, the 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) • practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass to build their knowledge of the wider world.
YEAR 4	<p>Autumn The Americas Can you come on a great American road trip? In this unit the children, inspired by Johnny Cash singing ‘I’ve been everywhere’, travel the North and South American continents, and distinguish between the terms ‘continent’, ‘region’, ‘country’, ‘state’ and ‘city’ along the journey. Finding and using images and maps on the internet and in atlases, children will make notes on cities and record their countries and/or states. They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents. For the Big Finish, children use the song ‘Route 66’ as the stimulus for creating an illustrated, labelled and annotated map of the historic route.</p> <p>Knowledge, Skills and Concepts:</p> <ul style="list-style-type: none"> • enhance their locational and place knowledge • focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities • understand geographical similarities and differences through looking at regions in North and South America • begin to associate weather/climate with landscape and environment 	<p>Spring Rivers and the water cycle How does the water go round and round? This unit focuses on rivers, providing excellent opportunities for fieldwork and school-based practical work. It introduces the water cycle and, as the key concept is that water flows downhill, looks at mountains, the source of many rivers. It looks at how people interact with rivers as well as their geographical features. A case study features one of the UK’s major rivers, the River Thames. Cameos of some of the world’s great rivers and mountain environments are included to extend children’s geographical general or locational knowledge. There is opportunity to consider a local river or stream, and ideas for using local fieldwork to see the processes introduced in school in action.</p> <p>Knowledge, Skills and Concepts:</p> <ul style="list-style-type: none"> • name and locate some of the UK’s and the world’s most significant rivers and mountain environments • learn about the features of a named river (the River Thames) in the UK, from source to mouth • learn how rivers and mountains are formed • identify some of the processes associated with rivers 	<p>Summer Coasts Do we like to be beside the seaside? In this unit, children will learn about the coast of the British Isles. The approach used is to provide a large number and wide range of visual images – we know the idiom that ‘a picture is worth a thousand words’ – as primary geography is such a visual subject. Children need to be able to visualise what they are learning about not just know its ‘word label’. If field visits are not possible, the photographs can extend the children’s ‘virtual’ experience. Many children will have been to the seaside, and may have enjoyed playing on the beach, although many might only have experienced a hotel pool. There is plenty of scope for building on their natural enthusiasm, especially if field work at the coast is possible. Children will consider some of the advantages and disadvantages of living by the coast, and how much of the UK’s coast has changed from a focus on fishing to one on tourism. Throughout the unit they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and presenting an argument.</p> <p>Knowledge, Skills and Concepts:</p>

	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/ computer mapping • learn to use the eight points of a compass. 	<ul style="list-style-type: none"> • understand where rivers and mountains fit into the water cycle 	<ul style="list-style-type: none"> • extend their knowledge and understanding beyond the local area to include more of the UK • name and locate (some) counties and cities of the UK • learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) • describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety • consider tourism, as both an economic and a pleasurable activity • think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.
YEAR 5	<p>Autumn South America; The Amazons In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected. The unit builds on previous work the children may have done in Key Stage 1 on rainforests and climate, and the units of work on North America and Climate, earlier in this series.</p> <p><u>Knowledge, Skills and Concepts:</u></p> <ul style="list-style-type: none"> • extend their knowledge and understanding beyond their local area to include South America 	<p>Spring Europe; The Alpine Region In this unit, the children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate. They create a storyboard or digital book on mountain formation, design an Alpine home, and produce literature for visitors to the area using geographical vocabulary.</p> <p><u>Knowledge, Skills and Concepts:</u></p> <ul style="list-style-type: none"> • use maps to focus on countries, cities and regions in Europe • be taught to understand a region of another European country • be taught to understand some of the physical and human processes that shape a region 	<p>Summer South Oxhey Locate the UK, Hertfordshire, Watford and South Oxhey and geographical regions, human and physical geography, take them on a walk around South Oxhey, describe the key ‘human and physical geography aspects’ of South Oxhey, explain why some of the buildings in South Oxhey are special, observe and describe architectural features, discuss preserving buildings,</p> <p><u>Knowledge, Skills and Concepts:</u></p> <p>Use maps, atlases, globes and digital/computer mapping eight- point compass, four and six figure grid references, symbols and keys: including OS maps</p>

	<ul style="list-style-type: none"> • develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge • locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • understand geographical similarities and differences through the study of human and physical geography of a region in South America • Describe and understand key aspects of physical and human geography • Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> • extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features. 	<p>Field work to observe, measure, record and present human and physical features</p> <p>Use a range of methods to record: sketch maps, plans, graphs and digital technologies</p>
YEAR 6	<p>Autumn WW2 History links Explore the geography of Europe and the wider world, focussing on the relative locations and key settlements of countries involved in World War II. Knowledge, Skills and Understanding: To locate European countries on maps including key cities To name and locate counties and cities of the United Kingdom To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied [all linked to World War 2]</p>	<p>Spring Our World in the Future In this unit, as the children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead.</p> <p>Knowledge, Skills and Understanding:</p> <ul style="list-style-type: none"> • describe and understand key aspects of: – physical geography – human geography • learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK • use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Summer Global Warming and climate change In this unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.</p> <p>Knowledge, Skills and Concepts:</p> <ul style="list-style-type: none"> • describe and understand key aspects of the distribution of natural resources including energy, minerals and water • use maps, atlases and globes to locate countries and describe features studied • use the eight points of a compass, symbols and keys to build their knowledge of the UK 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.