



St Patrick's - Geography Progression of Skills



Level Expected at the end of EYFS

We have selected the Early Learning Goals that link most closely to the Geography National Curriculum.

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Locational Knowledge Pupils should be taught to:</p> <ul style="list-style-type: none">• 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>Place Knowledge Pupils should be taught to:</p>	<p>Locational Knowledge Pupils should be taught to:</p> <ul style="list-style-type: none">• 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

- 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

Pupils should be taught to:

- 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.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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.

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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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

	<p>references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</p> <ul style="list-style-type: none">● 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.
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The Three I's for Geography:

INTENT:

At St Patrick's Primary all children will have an understanding of the world in which they live, both their local area and the world beyond, and an appreciation of the natural world. We provide a broad, balanced curriculum.

Our intention is to:

- inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives;
- promote the children's interest and understanding of diverse places, people, resources and both natural and human environments;
- equip children with the skills to navigate and explore the world around them;
- support all children, including SEN, EAL, PP and the more able;
- to ensure National Curriculum coverage;
- encourage the children to become responsible, global citizens.

IMPLEMENTATION:**How we teach Geography at St Patrick's in KS1 and KS2:**

Geography at St Patrick's Primary is taught in half-term blocks throughout the year. Overviews have been created to ensure progression across topics throughout each year group. The curriculum covered and the Geography teaching focuses on enabling children to think as geographers. It enables the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography.

How we monitor and assess across the school:

- Images and/or videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- SLT Book Scrutiny.
- Marking of written work in books.
- Formative assessment by class teachers.
- The subject leader will have the opportunity to carry out lesson observations and carry out a scrutiny of books in curriculum release time.

IMPACT:

Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. The impact and measure of this is to ensure that children at St Patrick's School are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at St Patrick's Primary and beyond. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Progression of Skills for Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LOCATIONAL KNOWLEDGE	<p>-name and locate the world's seven continents and five oceans</p> <p>-To name and locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>-name and locate the world's seven continents and five oceans</p> <p>-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>-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</p> <p>-name and locate counties and cities of</p>	<p>-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</p> <p>-name and locate counties and cities of</p>	<p>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</p> <p>-name and locate counties and cities of</p>	<p>-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</p> <p>-name and locate counties and cities of</p>

			<p>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</p> <p>-identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle.</p>	<p>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</p> <p>-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)</p>	<p>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</p> <p>-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)</p>	<p>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</p> <p>-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)</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	-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	-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	-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	- 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

<p>HUMAN & PHYSICAL GEOGRAPHY</p>	<p>-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</p> <p>-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</p> <p>-use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>-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</p> <p>-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</p> <p>-use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>-describe and understand key aspects of:</p> <p>-physical geography, including: climate zones, biomes, volcanoes and earthquakes</p> <p>-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</p>	<p>-describe and understand key aspects of:</p> <p>-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>-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</p>	<p>-describe and understand key aspects of:</p> <p>-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>-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</p>	<p>-describe and understand key aspects of:</p> <p>-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>-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</p>
<p>GEOGRAPHICAL SKILLS & FIELDWORK</p>	<p>-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</p> <p>-use an infant atlas</p> <p>-use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and</p>	<p>-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</p> <p>-use an infant atlas</p> <p>-use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and</p>	<p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- begin to use a junior atlas</p> <p>- Use the four points of a compass</p>	<p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-use a junior atlas</p> <p>- Use the four compass points well and begin to use the eight points of a compass</p>	<p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied-</p> <p>-use a junior atlas and use the index and contents pages</p> <p>-use the eight points of a compass</p>	<p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-Confidently use an atlas</p> <p>-Be able to use/ recognise OS map symbols</p>

	<p>right], to describe the location of features and routes on a map</p> <p>- Be able to follow directions (up, down, left/right, forwards/backwards)</p> <p>-Begin to 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 fieldwork and observational skills to study the geography of their school and its grounds .</p>	<p>right], to describe the location of features and routes on a map</p> <p>-Be able to follow directions (from Year 1)and NESW</p> <p>-Find land/sea on a globe</p> <p>-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map;</p> <p>-Begin to understand the need for a key and use use basic symbols in a key</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>- be able to use four figure grid references (letter/numberco-ordinates) to locate features on a map</p> <p>-to know why a key is needed and use symbols and key to build their knowledge of the United Kingdom and the wider world</p> <p>- To draw simple sketch maps including a map of a short route experienced with the features in the correct order.</p> <p>- Begin to draw a sketch map from a high viewpoint</p> <p>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</p>	<p>-Confidently use letter/no. co-ordinates on a map</p> <p>-use four figure grid references more confidently</p> <p>- use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>-Begin to recognise symbols on an OS map</p> <p>- 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.</p>	<p>-use 4 figure co-ordinates to locate features on a map and begin to use six-figure grid references,</p> <p>-use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>-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.</p>	
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