

South Avenue Primary School
Geography Progression of Skills



<p>Geography Curriculum Intent</p>	<p>At South Avenue, we believe that through the teaching and learning of geography we aim for children to develop a curiosity and an understanding of the world we live in including its people and their place within it. Geography helps to provoke questions and provide answers about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at South Avenue primary school, enables children to develop knowledge and skills that are transferrable to other curriculum areas. We seek to inspire children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children’s interest and understanding of diverse places, people resources and natural and human environments. The geography curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at South Avenue Primary School and also to their further education and beyond.</p>						
<p>Geographical Enquiry</p>	<p>EYFS</p> <p>Know that there are different countries in the world.</p> <p>Draw upon own experiences and photos to discuss similarities and differences between countries.</p> <p>Know some similarities and differences between the natural world</p>	<p>Year 1</p> <p>Follow teacher led enquiries to ask and respond to simple closed questioning comparing aspects of the UK to another country (Japan) e.g. education</p> <p>Children are encouraged to use non-fiction texts/pictures as sources of information to enrich their knowledge of topics.</p>	<p>Year 2</p> <p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use non-fiction books, stories, maps, pictures, photos and the Internet as sources of information to Compare</p> <p>Make observations</p>	<p>Year 3</p> <p>Begin to ask and initiate geographical questions related to their topics.</p> <p>Use non-fiction books, stories, atlases, pictures, photos and the Internet as sources of information to explore similarities and differences, comparing the human/physical</p>	<p>Year 4</p> <p>Ask and respond to questions and offer their own ideas related to their topics.</p> <p>Extend to satellite images, aerial photographs and Google Earth.</p> <p>Investigate human/physical themes and land use at more than one scale.</p>	<p>Year 5</p> <p>Begin to suggest questions for investigating related to their topics</p> <p>Begin to use primary and secondary sources of evidence in their investigations</p>	<p>Year 6</p> <p>Suggest questions for investigating related to their topics</p> <p>Use primary and secondary sources of evidence in their investigations into climate change</p> <p>Investigate human/physical land use with more emphasis on the larger scale; contrasting and distant places e.g. pollution around the world</p>

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	<p>around them. Identify and recognise contrasting environments, drawing upon their experiences and what has been read/shown in class.</p>	<p>Investigate their surrounding environment and how land use has changed from the physical geography of trees and fields to the urban geography of roads and housing.</p> <p>Make observations about where things are e.g. where South Avenue School is, it's ground to key geographical features or Sittingbourne.</p>	<p>about why things happen. Why has the land use changed? Make simple comparisons between features of an area in the UK and an area outside the UK. For example London and Jamaica.</p>	<p>geography of a familiar city with one that is contrasting.</p> <p>Begin to collect and record evidence with some support.</p> <p>Analyse evidence and begin to draw conclusions for example make comparisons between two locations.</p>	<p>Collect and record evidence</p> <p>Analyse evidence and draw conclusions.</p>	<p>Begin to investigate human/physical land use with more emphasis on the larger scale; contrasting and distant places e.g. UK with Australia</p> <p>Collect and record evidence unaided e.g. mountain height</p> <p>Analyse evidence and draw conclusions. Compare geographical maps of varying scales and the temperature of various mountain regions</p>	<p>Collect and record evidence unaided e.g. carbon emissions from countries</p> <p>Analyse evidence and draw conclusions e.g. from field work data (residential visit) on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>
Direction/location skills	<p>Uses spatial language, including following and giving directions and using relative terms.</p>	<p>Follow directions; up, down, left/right, near/far, forwards/backwards.</p> <p>Use directional and locational language</p>	<p>Follow directions (as year 1 and include NSEW) and describe the location of features and</p>	<p>Use 4 compass points to follow and give directions.</p> <p>Use letter or number co-</p>	<p>Use 4 compass points to follow and give directions.</p> <p>Use letter and number co-</p>	<p>Use 8 compass points;</p> <p>Begin to use 4 figure co-ordinates to locate features on a map</p>	<p>Use 8 compass points confidently and accurately;</p> <p>Use 4 figure co-ordinates confidently to locate features on a map</p>

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	Describing what they can see from different view-points.	to find and familiarise themselves with features on a simple map.	routes on a map.	ordinates to locate key features and places on a map. Use 4 compass points well and begin to use 8 compass points. Use letter and number co-ordinates to locate features on a map confidently.	ordinates to locate key features and places on a map. Use 4 compass points confidently and consolidate using 8 compass points. Use letter and number co-ordinates to locate features on a map confidently.		Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Map Skills	May enjoy creating simple maps of familiar and imaginative environments, occasionally using familiar landmarks. Draw information from a simple map. E.g.	Draw picture maps of imaginary places from stories and a can create a simple map of the classroom. Use own symbols creating imaginary treasure maps. Use a simple picture map to move around	Draw a map of a real or imaginary place, for example add detail to a sketch map. Begin to understand the need for a key and use class	Begin learning to make a map of an area studied (for example of Orkney). Begin to understand why a universal key is needed.	Make a map of a short route experienced, with features in correct order. Make a simple scale drawing. Know the need for a key and begin to recognise and	Begin to draw a variety of thematic maps based on their own data e.g. temperature Begin to visualise height by using contour lines in maps and scale drawings Draw a sketch map using basic symbols, contour lines and a key	Draw a variety of thematic maps based on their own data. Begin to draw maps and plans of increasing complexity Draw a sketch map using symbols, contour lines and a key

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	<p>ladybird's map around the farm from 'What the Ladybird Heard'</p> <p>Look closely at similarities, differences, patterns and change in nature. Notice changes in their familiar environment and use vocabulary to describe their observations.</p> <p>Knows similarities and differences in relation to places, objects, materials and living things.</p> <p>Begin to notice similarities and differences</p>	<p>South Avenue School and recognise familiar features.</p> <p>Recognise the map represents the school and key features.</p> <p>Draw around objects to make a plan</p> <p>Children begin to use relative vocabulary e.g. bigger/smaller</p> <p>Discuss the size of countries and make comparisons. E.g. the UK in relation to Australia</p> <p>Use picture maps and globes</p> <p>Learn names of some places within/around the UK e.g. Sittingbourne, London and nearby</p>	<p>agreed symbols.</p> <p>Follow a route on a map. Use a plan view such as Google Earth.</p> <p>Use an infant atlas to locate places including capital cities of the UK and the surrounding seas.</p> <p>Look down on objects to make a plan view map.</p> <p>Begin to spatially match places.</p> <p>Distinguish between land and sea on a globe.</p>	<p>Introduce the use of standard symbols.</p> <p>Locate places on larger scale maps e.g. focus on Africa's physical and human characteristics.</p> <p>Follow a route on a map with some accuracy.</p> <p>Identify the position and significance of various zones/lines.</p> <p>Begin to draw a sketch map from a high view point.</p> <p>Begin to match boundaries.</p>	<p>use common symbols on an OS map and in an atlas.</p> <p>Locate places on large scale maps and follow a route on a large scale map.</p> <p>Draw a sketch map from a high view point.</p> <p>Begin to match boundaries.</p> <p>Use large and medium scale OS maps, junior atlases and internet mapping sites.</p> <p>Identify features on aerial photographs.</p> <p>Begin to identify significant</p>	<p>Use and recognise common OS map symbols</p> <p>Compare maps with pictures/ aerial photographs.</p> <p>Select a map for a specific purpose. (e.g. Pick an atlas to find Mt Snowden, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>Draw a plan view map with some accuracy</p> <p>Measure straight line distances on a plan and begin to use scales in an atlas</p> <p>Find/recognise places on maps of different scales. (e.g. Mount Everest)</p>	<p>Confidently use/recognise OS map symbols</p> <p>Follow a short route on an OS map (during residential trip).</p> <p>Describe features shown on OS map.</p> <p>Independently locate places on a world map</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns, population density)</p> <p>Draw a plan view map accurately</p> <p>Use a scale to measure and judge distances.</p> <p>Draw/use maps and plans at a range of scales to draw river courses and illustrate the journey of a river</p>
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	<p>between some aspects of life between this country and other countries. Drawing this knowledge from stories, non-fiction texts and simple maps.</p> <p>Draw information from a simple map</p>	<p>countries e.g. Wales, France.</p>	<p>Use teacher drawn base maps.</p> <p>Use large-scale OS maps. Use an infant atlas to find the Equator and North/South poles.</p> <p>Locate and name on a UK map major features</p>	<p>Use large scale OS maps.</p> <p>Begin to use map sites on internet and Google Earth.</p> <p>Begin to use junior atlases. Begin to name and locate counties and cities of the UK.</p>	<p>places and environments.</p>	<p>Use index pages within atlases to find and locate mountains, rivers and cities</p> <p>Use medium scale OS maps and Internet mapping</p> <p>Understand contour lines in relation to height and land use</p> <p>Identify significant places and environments e.g. mountain regions and mountains, Australia and its territories/ cities</p> <p>Use Internet mapping sites</p> <p>Use the Internet to independently research various aspects of the topic and locate places and significant landmarks</p> <p>Identify features using aerial pictures/ web-sites including Google Earth</p>	<p>Use OS maps and Internet mapping confidently</p> <p>Comfortably use an atlas including index/contents</p> <p>Recognise the world map as a flattened globe</p> <p>Confidently identify topographical features, significant places and environments throughout the world</p> <p>Confidently use Internet mapping sites</p> <p>Independently research various aspects of the topic and locate places and significant landmarks using a variety of web-sites</p> <p>Independently identify features using aerial pictures/ web-sites including Google Earth</p>
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