

GEOGRAPHY SKILLS PROGRESSION

Geography intent

"An understanding of the natural world is a source of not only great curiosity, but great fulfilment."

David Attenborough

At Great Bradfords Junior School, we believe that geography should inspire a curiosity and fascination about the world and its people which our pupils will carry with them for the rest of their lives. By developing a greater understanding of diverse places, people and resources, within natural and human environments, together with an understanding of the Earth's key physical and human processes, our pupils will gain an appreciation of their own place within the world and their responsibility for looking after it in the future. Our curriculum strives to develop the pupils' geographical skills and knowledge so that they are inquisitive, enthusiastic and confident at each stage and are ready for the curriculum at Key Stage 3. A range of purposeful practical activities, including fieldwork, trips and visits by experts makes learning geography exciting and engaging.

Procedural Knowledge: **Skills** the children develop when learning about Geography

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key concepts in Geography

	Location	Interpretation	Communication	Analysis	Collection
	Using maps, diagrams, globes and computer mapping to locate key information. (G1)	Understand Earth and how its physical processes and features can shape human activity and vice versa. (G2)	Share information gathered through a variety of ways. (G3)	Seeking patterns, relationships and connections between places. (G4)	Gathering information through research and/or fieldwork to deepen understanding of geographical areas and processes. (G5)
	Year 3 and 4			Year 5 and 6	
<i>Topics covered</i>	<i>United Kingdom</i>	<i>Natural disasters (volcanoes and earthquakes)</i>	<i>Food banks</i>		<i>North and South America, including biomes</i>
	<i>River Blackwater study</i>	<i>Litter pollution (fieldwork)</i>	<i>Fast fashion with a focus on Rivers</i>		<i>Fairtrade</i>
					<i>Local Farming</i>
Locational knowledge	Name, locate and identify the characteristics of the four countries and capital cities of	Explain my own views about locations, giving reasons. (G1)	Name and locate the countries of Europe (Scandinavian countries). (G1)		Name and locate the countries of North and South America. (G1)

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	<p>the United Kingdom and its surrounding seas. (G1)</p> <p>Name and locate counties and cities of the United Kingdom. (G1)</p> <p>Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features, and land-use patterns, and understand how some of these aspects have changed over time. (G1)</p> <p>Name and locate some countries of Europe. (G1)</p> <p>Share my own views about locations. (G1)</p>	<p>Name and locate counties and cities of the United Kingdom. (G1)</p> <p>Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features, and land-use patterns, and understand how some of these aspects have changed over time. (G1)</p> <p>Name and locate the countries of Europe (around Italy). (G1)</p> <p>Name and locate the Equator, Northern Hemisphere and Southern Hemisphere. (G1)</p>	<p>Locate geographical regions and identify human and physical characteristics, including coasts. (G1)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (G1)</p>	<p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. (G1)</p> <p>Can I identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropic of Cancer and Capricorn, Arctic and Antarctic Circle. (G1)</p>
<p>Place knowledge</p>	<p>Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features, and land-use. (G4)</p> <p>Identify the main physical and human characteristics of the countries of Europe. (G2)</p> <p>Describe geographical similarities and differences between a region in the United Kingdom and one in a European country. (G4)</p>	<p>Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, volcanoes and earthquakes, key topographical features, and land-use patterns, and understand how some of these aspects have changed over time. (G2/G4)</p> <p>Identify the main physical and human characteristics of some of the countries of Europe (linked to Romans) (G2)</p> <p>Describe some of the features of the following areas: the Equator, Northern</p>	<p>Understand some of the reasons for geographical similarities and differences between countries. (G4)</p> <p>Compare the land-use, types of settlement and how they have changed over time. (G2/G4)</p> <p>Understand and describe the key aspects of rivers. (G2)</p>	<p>Explain and discuss a range of reasons for geographical similarities and differences between countries. (G4)</p> <p>Explain how locations around the world are changing and explain some of the reasons for change. (G2/G4)</p> <p>Describe geographical diversity across the world. (G4)</p>

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	Describe how the local area has changed over time. (G4)	Hemisphere and Southern Hemisphere. (G2) Describe geographical similarities and differences between countries. (G4)		
Human and physical geography	Ask and answer geographical questions about the physical and human characteristics of a location. (G2) Describe key aspects of physical geography, including rivers and mountains of an area in the United Kingdom and the water cycle. (G2) Describe key aspects of human geography including settlements and land-use of an area in the United Kingdom and an area in a European country. (G2)	Ask and answer geographical questions about the physical and human characteristics of a location. (G2) Describe key aspects of physical geography, including rivers, mountains, volcanoes, and earthquakes. (G2) Begin to identify and describe how the physical features affect the human activity within a location. (G2) Describe key aspects of human geography including settlements and land-use. (G2)	Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations. (G5) Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time. (G1/ G4) Describe and understand key aspects of physical geography, including: rivers. (G2) Describe and understand key aspects of 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. (G2)	Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations. (G5) Identify and describe the main human and physical characteristics of North and South America. (G2) Explain how countries and geographical regions are interconnected and interdependent? (G4) Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time. (G1/ G4) Describe and understand key aspects of physical geography, including: climate zones, biomes, and vegetation belts. (G2) Describe and understand key aspects of human geography, including: land-use, economic activity, including trade links and mountains. (G2)
Geographical skills and fieldwork	Use maps, atlases, globes, and digital/computer mapping (Digimaps) to locate countries and describe features studied. (G1) Use locational and directional language such as: near, far, left,	Use maps, atlases, globes, and digital/computer mapping (Digimaps) to locate countries and describe features studied. (G1) Use fieldwork to observe and record the human and physical features in the local area using a range of	Use a few geographical resources to give descriptions and opinions of the characteristic features of a location. (G2/ G4) Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area. (G5)	Use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location. (G2/G4) Use different types of fieldwork (random and systematic) to observe, measure and

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	<p>right to describe the location of features on a map. (G1)</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs, and digital technologies. (G5/ G3)</p> <p>Use the four points of a compass, simple grid references, symbols, and keys to communicate knowledge of the United Kingdom and the wider world. (G1)</p> <p>Create maps of locations identifying some features using a key. (G3)</p>	<p>methods including sketch maps, plans, graphs, and digital technologies. (G5/ G3)</p> <p>Use a range of resources to identify the key physical and human features of a location. (G1)</p> <p>Use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world. (G1)</p> <p>Create maps of locations identifying some features using a key. (G3)</p>	<p>Record the results in different ways. (G5)</p> <p>Talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topographical maps – as in London’s Tube map). (G3)</p> <p>Use the eight points of a compass, four to six figure grid reference, symbols, and keys (including the use of Ordnance Survey maps) to build my knowledge of the wider world. (G1)</p> <p>Create maps of locations, identifying patterns such as land-use, population densities and height of land. (G3)</p>	<p>record the human and physical features in the local area. (G5)</p> <p>Record the results in a range of ways. (G5)</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topographical maps). (G4)</p> <p>Use the eight points of a compass, four to six figure grid reference, symbols, and keys (including the use of Ordnance Survey maps) to build my knowledge of the wider world. (G1)</p> <p>Create maps of locations, identifying patterns such as: land-use (deforestation), climate zones. (G3)</p>
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