



Progression of Skills - GEOGRAPHY



Intent

Humanities at Holly Lodge provides all children with a rich variety of cross-curricular opportunity and experience to discover the geographer in themselves. We aim to ignite their curiosity and passion to understand their place in the world. Through our teaching, we endeavour to help the children see the opportunities their world holds for them, by understanding it better, seeing how it has changed and appreciating their role in its sustainability. We place emphasis on the progressive development of skills, such as geographical fieldwork, and challenge children to ask and answer significant in depth questions. Children at Holly Lodge are encouraged to think critically, weigh evidence, sift arguments and develop good perspective and judgement. We endeavour to help children understand the world is complex and dynamic, challenge them to recognise their place in it and empower them to make a positive contribution to its future.

Implementation

Humanities at Holly Lodge underpin many of our cross-curricular themes. Teachers strive to make links between humanities learning and other subjects to allow pupils to gain an understanding of the wider context of their learning. Each theme begins with an elicitation exercise to identify existing knowledge and encourage pupils to share areas of interest and possible enquiry.

The learning of geography is sequenced to develop the children's understanding of place and location as well as human and physical geography, map skills and geographical enquiry. This begins in our immediate locality and subsequently extends beyond to also consider the wider world. Children learn about contrasting countries and cultures to enable them to recognise similarities and differences and broaden their understanding of people and places. We aim to foster an enquiring mind in our children, encouraging them to take their learning further and begin to question the relevance of their learning to their own lives. Knowledge and skills are revisited in subsequent years to give context to new learning. Children undertake a variety of field work experiences to develop their practical skills.

Sustainability is a key part of our geography learning, with teaching and learning identifying the impact of individual actions on our planet. The Eco-council runs initiatives to promote sustainability within the school.

Our learning is enriched by creative and immersive experience days such as a "flight to Africa", real life experiences, workshops and visits. Where possible, we link learning with the local area and use its' geographical features, such as Snakey Lane. We believe the local area has great value as an accessible and relevant resource for contextual learning in which the children are invested.



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Impact

We will measure the impact through a range of strategies, including: monitoring, assessment, elicitation, pupil voice and questioning.

We aim for the children who leave Holly Lodge to be able to:

- Extend their knowledge beyond the local area to develop contextual knowledge of globally significant places.
- Define the physical and human characteristics of these locations and provide a geographical context.
- Understand the processes that shape the key physical and human geographical features in world around them.
- Use a range of sources to interpret geographical information such as maps, atlases, globes, diagrams, aerial photographs
- Be confident to collect, analyse and communicate data gathered through fieldwork.
- Interpret and communicate geographical data in a variety of ways including maps, numerical and quantitative skills and extended writing.



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Locational Knowledge

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know the name of place that they live.</p>	<p>Name the four countries of the United Kingdom</p> <p>Name the surrounding seas of the United Kingdom.</p> <p>Name the capital cities of England, Wales, Scotland and Northern Ireland.</p>	<p>Name and locate the world's seven continents.</p> <p>Name and locate the world's five oceans.</p> <p>Find where they live in the UK on a map.</p>	<p>Identify the position of latitude, longitude, Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich meridian.</p> <p>Identify the significance of these lines of latitude and longitude.</p> <p>Name a number of countries in the northern hemisphere.</p> <p>Name and locate well known European countries and their capital cities.</p>	<p>Name some local counties of England.</p> <p>Locate the countries and major cities of North and South America.</p> <p>Study the environmental regions of North and South America, their key physical and human characteristics, countries and major cities.</p> <p>Name some countries in the southern hemisphere.</p>	<p>Name and locate counties and cities of the UK and land use patterns and understand how they have changed over time.</p>	<p>Name and locate the countries of Europe.</p> <p>Identify the major cities, main environmental regions and key human and physical characteristics of these countries.</p> <p>Identify the time zones of the world (including day and night) and explain how they work.</p> <p>Name and locate geographical regions of the UK and their identifying human, physical and topographical features.</p>
<p><u>Key Vocab</u> road, place, address, country, town, village, local area</p>	<p><u>Key Vocab</u> United Kingdom, England, Scotland, Wales, Northern Ireland, country, capital city, map, globe,</p>	<p><u>Key Vocab</u> continent, ocean, Europe, North and South America, Asia, Australasia,</p>	<p><u>Key Vocab</u> Latitude, longitude, Tropic of Cancer / Capricorn, Prime Meridian, northern hemisphere, Arctic Circle, Antarctic Circle, polar</p>	<p><u>Key Vocab</u> characteristics, nationality, border, Amazon, river, tropical, settlement</p>	<p><u>Key Vocab</u> neighbourhood</p>	<p><u>Key Vocab</u> time zones, topography</p>



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Place Knowledge

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Makes comments and asks questions about their immediate world.</p> <p>Identifies similarities and differences between familiar locations.</p> <p>ELG Children know about similarities and differences in relation to places. They talk about the features of their environment and how environments may vary from one another.</p>	<p>Use simple geographical language to describe the human and physical features of their local environment.</p> <p>Name, describe and compare the geographical similarities and differences their local area and part of a contrasting non-European country.</p>	<p>Make simple comparisons between the human and physical geographical features of a small area of the UK and of a small area in a contrasting non-European country.</p> <p>Recognise how places are linked to each other (weather, travel, language).</p>	<p>Describe the geographical human and physical features of the local area.</p> <p>Explain the wider context of a place - local, national, continental, international.</p> <p>Develop an awareness of how places are related to each other.</p>	<p>Identify, describe and make simple comparisons about the climate, vegetation and wild life of the UK and the Amazon Rainforest.</p> <p>Understand the human and physical geographical similarities and differences of a region in the UK and the Amazon Rainforest in South America.</p> <p>Recognise that people have different lifestyles and challenges in different locations and environments.</p>	<p>Make a comparison of human and physical features of capital cities around the world with London.</p> <p>In depth study of the human and physical geography of the local area and how these characteristics have changed over time.</p>	<p>Evaluate the geographical similarities and differences of a region in a European country with a region in the UK.</p> <p>Explain the human and physical characteristics of these region.</p> <p>Explain how countries and geographical regions are linked and inter-dependent.</p>
<p><u>Key Vocab</u> home, school, shops, people, park, Ash Vale</p>	<p><u>Key Vocab</u> local, environment, community, building national, Africa,</p>	<p><u>Key Vocab</u> international, foreign, Mexico, North America, travel</p>	<p><u>Key Vocab</u> Continental, connected,</p>	<p><u>Key Vocab</u> Rain forest, temperate, biome, vegetation,</p>	<p><u>Key Vocab</u> Urban, population, land use,</p>	<p><u>Key Vocab</u> mountains, rivers, inter dependent</p>



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Human and Physical Geography

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show an awareness of different occupations.</p> <p>Explore the geographical similarities and differences of: school / home, indoor /outdoor environments</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Show an understanding of suitable clothing for different seasons.</p> <p>Show an awareness of basic geographical vocabulary to describe the key physical and human features of a location.</p>	<p>Identify the 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 describe the key physical and human features of a location.</p>	<p>Identify, describe and understand the key physical aspects of volcanoes and earthquakes.</p> <p>Identify and describe the key human aspects of settlements, trade links and land use and how they have changed over time.</p> <p>Identify ways that humans have damaged and improved the environment.</p>	<p>Identify, describe and understand key aspects of biomes, climate zones and vegetation belts.</p> <p>Explain the human impact on these biomes, and vegetation belts.</p>	<p>Understand and explain the key aspects of human and physical geography of the local area - types of settlement, land use, economic activity.</p> <p>Describe and understand the distribution of natural resources such as energy and minerals.</p>	<p>Describe and understand the key aspects of rivers and the water cycle.</p> <p>Describe and understand the distribution of natural resources such as food and water.</p>
<p><u>Key Vocab</u> inside, outside, job, work, house</p>	<p><u>Key Vocab</u> season, weather, beach, cliff, shore, coast, sea, temperature, post office, factory, port, harbour</p>	<p><u>Key Vocab</u> Ocean, forest, hill, river, valley, mountain, soil, farm, vegetation, Equator, North and South Pole</p>	<p><u>Key Vocab</u> Human feature, economic feature, infrastructure, pollution, sustainability, man-made, natural, human impact, settlement, land use, earthquake, volcano, tsunami, slope, tectonic plate, epicentre, focus, friction, mantle, core, crust, dormant, active, extinct,</p>	<p><u>Key Vocab</u> climate zone, biome, vegetation belt, deforestation, humidity, biodiversity, ecosystem, habitat</p>	<p><u>Key Vocab</u> economic activity, natural resources, mineral, energy</p>	<p><u>Key Vocab</u> Source, mouth, tributary, canal, bed, current, evaporation, flooding, flood management / prevention, river basin</p>



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			magma, lava, vent, erosion, tourism, trade river delta			
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Geographical Skills and Fieldwork						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create a map for a purpose.</p> <p>Identify that maps are a tool for travelling from one place to another.</p> <p>Make observations and drawings about features of their environment.</p>	<p>Understand that a world map shows all the countries of the world.</p> <p>Use maps, first atlases and globes to identify the United Kingdom and the non-European contrasting country studied.</p> <p>Use simple locational and directional language to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the features of the school.</p> <p>Use a simple map, using to navigate around the classroom.</p> <p>Devise own map to navigate around the school grounds.</p>	<p>Use first atlases and globes to identify the countries, continents and oceans studied.</p> <p>Use simple compass directions and locational language to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to identify key human and physical features of the school's surrounding environment.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Begin to understand a key and use on a simple map.</p>	<p>Use maps, junior atlases, globes and digital mapping to locate countries and features studied.</p> <p>Make observations on environmental features of the school.</p> <p>Use the four points of a compass.</p> <p>Understand the purposes of a key.</p> <p>Identify a key and interpret it on a given map.</p> <p>Understand that different maps show different information e.g. political, topographical, climate, demographic.</p> <p>Use aerial photographs and OS maps to identify human and physical</p>	<p>Use maps, junior atlases, globes and digital mapping to locate countries and features studied.</p> <p>Use 4 compass points confidently and begin to use 8 points of a compass.</p> <p>Begin to use 4 figure grid references.</p> <p>Use map symbols to mark areas of interest on OS maps to build knowledge of UK.</p> <p>Identify correct map to use for information desired.</p>	<p>Use maps, junior atlases, globes and digital mapping to locate countries and features studied.</p> <p>Use 4 figure grid references, map symbols and keys (including Ordnance Survey maps) to build knowledge of the UK and wider world.</p> <p>Use 8 points of a compass confidently.</p> <p>Compare maps with aerial photographs.</p> <p>Analyse evidence and draw conclusions - compare historical and modern maps.</p>	<p>Use maps, junior atlases, globes and digital mapping to locate countries and features studied.</p> <p>Use eight compass points confidently.</p> <p>Begin to use 6 figure grid references.</p> <p>Collect, collate and analyse primary data and present findings in appropriate format.</p> <p>Draw conclusions from findings.</p>



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			features of the local area.			
<u>Key Vocab</u> Map, journey	<u>Key Vocab</u> atlas, globe, left, right, forwards, backwards, near, far, navigate	<u>Key Vocab</u> North, South, East, West, aerial, compass, key, symbol, photograph, landmark	<u>Key Vocab</u> Cardinal compass points, scale, Ordnance Survey, interpret, demographic, population.	<u>Key Vocab</u> evaluate, grid reference	<u>Key Vocab</u> Compare, contrast, analyse, evidence, conclude primary/secondary source	<u>Key Vocab</u> Assess, enquiry, collate,