

Joy

Compassion

Respect

Perseverance



Hunton

C of E Primary School

Life in all its fullness - John 10:10

Progression of Skills in Geography

Geography			
Devas	Bannerman	Porteous	Borton
All about me!	Cycle A Continents and Oceans <i>Where are the Continents and Oceans of the world?</i>	Cycle A Mountains, Volcanoes and Earthquakes <i>Imagine you are in charge of a town. How would you prepare for a volcanic eruption?</i>	Cycle A Biomes <i>How far do you agree with the following statement? It is already too late to protect biomes from climate change.</i>
Let's Celebrate			
Polar Regions	Where I live <i>What are the human and physical features of your local area?</i>	Villages, Towns and Cities <i>There are more advantages than disadvantages to living in a city. Do you agree?</i>	Energy & Sustainability <i>How far do you agree with the following statement? Humans cannot live sustainably.</i>
Growing			
London	Coast <i>Where are our seashores located?</i>	Water and weather <i>Why does it rain?</i>	
Beside the Seaside	Cycle B Hot and Cold Places <i>How does the temperature affect hot and cold places?</i>	Cycle B Migration <i>Migration has more disadvantages than advantages. Do you agree?</i>	Slums <i>How far do you agree with the following statement? Governments around the world should just clear out slums.</i>
	Weather and fieldwork skills <i>What is the weather like in the UK?</i>	Natural Resources <i>Every country should stop mining resources. How much do you agree with this statement?</i>	Cycle B Globalisation <i>'Globalisation has made the world a better place.' How much do you agree?</i>
	Comparing Countries of the UK <i>How are the countries in the UK different?</i>	Rivers <i>Why should we protect rivers from pollution?</i>	Local fieldwork <i>What does my fieldwork show?</i>
			Population <i>'Population increase is one of the greatest risks to the planet.' Discuss.</i>

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Geographical Enquiry			
Devas	Bannerman	Porteous	Borton
<p>40-60+ months</p> <p>I can discuss, identify and describe features in the local environment, e.g. house, farm, church.</p> <p>I can use observation, discussion, stories, non-fiction texts and maps to explore the immediate environment.</p> <p>I can use discussion, stories, non-fiction texts and maps to explore life in another country.</p> <p>ELG Understanding the World; People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>ELG: The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, 	<p>I can sort, group and compare physical and human features in the local environment.</p> <p>I can use maps and simple street plans to locate places and features in the locality and further afield.</p> <p>I can talk about and compare features of the local environment.</p>	<p>I can respond to challenging geographical questions by planning a range of tasks in order to find the answers.</p> <p>I can use primary and secondary sources to find information about a range of localities.</p> <p>I can present findings and statistical information in a range of different ways e.g. line graphs and pie charts.</p> <p>I can present reasoned conclusions when presenting my findings.</p>	<p>I can set own challenging questions when investigating geographical features and issues.</p> <p>I can select appropriate sources of primary and secondary information to support investigation.</p> <p>I can select an appropriate way in which to present statistical information and findings</p> <p>I can present findings in a coherent way and reach conclusions that are consistent with evidence.</p>

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including the seasons and changing states of matter.			
Identify, describe, observe, explore, discuss	Physical, human features, maps, street plans, locate, compare, environment	Primary, secondary, localities, statistical, present, conclusions.	Coherent, evidence, statistical, primary and secondary information, challenge

Geographical Skills and Fieldwork

Devas	Bannerman	Porteous	Borton
<p>40-60+ months</p> <p>I can label photos and pictures of the local environment, e.g. the church, river etc.</p> <p>I can use simple aerial photos to identify landmarks and basic human and physical features.</p> <p>I can use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a map.</p> <p>ELG</p> <p>Understanding the World; People, Culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate- maps 	<p>I can carry out a small local survey, e.g. traffic, litter, land use.</p> <p>I can identify a range of geographical features on maps.</p> <p>I can create a simple map of a familiar location using symbols and a simple key to represent landmarks.</p> <p>I can use the 8 points of the compass to describe the location of features and routes on a map.</p> <p>I can use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc.</p>	<p>I can use a range of equipment and maps to conduct fieldwork tasks.</p> <p>I can communicate findings using geographical terms, e.g. location, land use, settlement.</p> <p>I can follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass. Plan and follow a route using an Ordnance Survey map.</p> <p>I can create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing.</p> <p>I can use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>I can build on knowledge of globes, maps and atlases and apply knowledge routinely both in the classroom and the field.</p> <p>I can use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.</p> <p>I can locate places worldwide using six figure grid referencing.</p> <p>Map a range of routes to worldwide locations.</p> <p>I can identify the most direct, cost effective shortest route between two points or locations.</p> <p>Create maps using appropriate scales and six-figure grid referencing.</p>

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Progression of Skills in Geography

Label, identify, describe	Survey, map, identify, create symbols, key, represent, compass	Fieldwork, geographical, local environment, grid referencing, plan, conventional,	Cost effectiveness, scales, grid-referencing, locate, contrast, analyse, conclude
Location and Place Knowledge			
Devas	Bannerman	Porteous	Borton
<p>I can talk about similarities and differences between life in this country and life in other countries.</p> <p>I can talk about and describe people and places in the local area.</p> <p>I can compare similarities and differences between the natural world around them and contrasting environments.</p> <p>I can talk about different ways to travel, e.g. on foot, by car, train, bus etc.</p> <p>ELG: The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>I can talk about and compare features of the local area.</p> <p>I can compare features of localities, giving reasons for their similarities and differences.</p> <p>I can compare and contrast localities in the UK.</p> <p>I can compare and contrast the world's seven continents and five oceans.</p>	<p>I can talk about and describe a range of cities and countries around the world, including a region in a European country.</p> <p>I can support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence.</p> <p>I can identify physical and human features that have contributed towards the change and development of a locality.</p> <p>I can talk about the way in which the physical location can determine the growth of a settlement or industry.</p> <p>I can locate counties and cities of the United Kingdom, geographical regions and identifying their human and physical characteristics.</p> <p>I can identify the Northern and Southern Hemispheres, the Arctic and Antarctic Circles, the Equator, and the Tropics of Cancer and Capricorn.</p>	<p>I can talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America.</p> <p>I can recognise that physical and human processes interact to influence and change landscapes, environments and climates.</p> <p>I can suggest ways in which a location might develop and change in the future, based on factual information.</p> <p>I can identify and describe the links and relationships that connect localities both within and beyond the UK.</p> <p>I can identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone.</p>

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Talk, describe, compare	Compare, reasons, similarities, differences, contrast	Describe, support, differences, factual evidence, identify, locate.	Identify, describe, compare, suggest, develop
Human and Physical			
Devas	Bannerman	Porteous	Borton
<p>I can use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather.</p> <p>I can use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>ELG: The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>I can identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can talk about and describe the function of features and landmarks within a locality.</p> <p>I can describe and compare patterns and changes within the local environment.</p>	<p>I can identify a range of simple physical processes, e.g. rivers, mountains, volcanoes and earthquakes.</p> <p>I can identify a range of simple human processes, e.g. types of settlement and land use.</p> <p>I can give simple explanations for the location of human and physical features within a locality.</p> <p>I can identify and describe the way in which physical and human processes can change the features of a locality.</p>	<p>I can understand the key processes in physical geography relating to geographical timescales and plate tectonics, weather/weathering, climate and climate change, glaciation, coasts & Vegetation Belts</p> <p>I can understand the key processes in human geography relating to population and urbanisation, international development, economic activity and use of natural resources. e.g. distribution of natural resources including energy, food, minerals and water.</p> <p>I can recognise that the environment in the place and the lives of the people who live there are affected by actions and events in other places.</p>
Describe, explain	Locate, describe, compare, changes	Identify, range, describe, explain.	Issues, future planning,
Sustainability			
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<p>I can talk about the things I like and don't like about the local environment and other countries we explore.</p> <p>I can talk about what people do in the local environment and how this might be different in other countries.</p> <p>ELG: Understanding the World; People, Culture and Communities</p> <ul style="list-style-type: none">- Describe their immediate environment using knowledge from observation.	<p>I can give reasons for thoughts and views about a locality.</p> <p>I can talk about and describe how people try to improve and sustain their environment.</p> <p>I can give reasons for local environmental issues.</p>	<p>I can talk about and give reasons for own and others views about changes to the environment.</p> <p>I can talk about and describe how people's actions can damage and improve the environment.</p> <p>I can talk about and describe reasons for global environmental issues.</p>	<p>I can recognise how conflicting demands on the environment may arise, describe and compare different approaches to managing environments.</p> <p>I can recognise that considerations of sustainable development affect the planning and management of environments and resources.</p>
Talk, compare	Reasons, improve, sustain, issues	Reasons, describe, talk, improve.	Recognise, conflict, considerations, sustainable planning