

# Year 1 - Progression of Skills and Vocabulary in Geography

<b>Year 1</b>	<b>National Curriculum Key Stage 1:</b> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		
<b>Focus Study Area</b>	To discuss human and physical features of a UK area – <b>Dover</b>	<b>Fieldwork opportunity (as linked with History)</b>	Dover (St Radigunds area, Kearsney Abbey,)
<b>Physical Geography</b>	To identify and locate the physical features of Dover- <i>link to subject specific vocabulary.</i> To explore different types of weather within the UK. To learn the 4 seasons and key features of each one. <i>(Link with Science)</i>	Season, Weather, Beach, Cliff, Coast, Forest, Hill, Sea, River	
<b>Human Geography</b>	To identify and locate the human features of Dover- <i>link to subject specific vocabulary.</i>	Factory, Farm, House, Office, Shop	
<b>Location Knowledge</b>	To locate countries in UK, capital cities, key features.	Country, Capital city, City, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast	
<b>Direction</b>	To use the terms Near, far, left, right, bigger, smaller	Near, Far, Left, Right, Bigger, Smaller	
<b>Enquiry</b>	Teacher-led questioning. To use information books and pictures as geographical sources. To investigate their surroundings.	Pictogram, Books, Information, Pictures, Photographs, Investigate, Surroundings, Local, Environment	
<b>Scale/ distance</b>	To use vocabulary of bigger/smaller to compare objects and places.		
<b>Map Skills</b>	<b>Drawing maps</b>	<b>Map Symbols</b>	<b>Using Maps</b>
	World map, Atlas, Picture map, Story map, Map, Globe, Journey, Human, Physical, Landmark		

To draw maps of imaginary or local places using pictures/photographs.



*Example: draw a map of London including all the places you have learnt about.*

To use own symbols on imaginary map.



To follow a simple picture map.

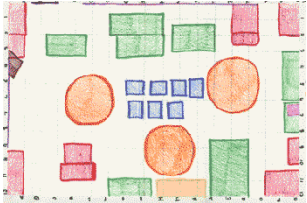




*Example: finding the way from the swing to the pond using the map.*




To begin to look at globes

Wonders

# Year 2 - Progression of Skills and Vocabulary in Geography

<b>Year 2</b>	<b>National Curriculum Key Stage 1:</b> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		
<b>Focus Study Area</b>	To discuss human and physical features of a Non-European country- <b>America</b> . <i>Contrast to UK-around idea of explorers.</i>	<b>Fieldwork opportunity (as linked with History)</b>	Dover (port, seafront, harbour, high street)
<b>Physical Geography</b>	To compare the physical features of Dover to that of the country chosen in focus study- <i>use subject specific vocabulary to support comparison.</i> To locate hot and cold areas of the world- <i>use subject specific vocabulary to support description of places.</i>	Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain	
<b>Human Geography</b>	To compare the human features of Dover to that of the country chosen in focus study- <i>use subject specific vocabulary to support comparison.</i>	City, Town, Village, Port, Harbour	
<b>Location Knowledge</b>	To locate 7 continents and 5 oceans. To locate key countries/cities within focus area study.	Continent, Country, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, Atlantic, Pacific, Arctic, Indian, Southern	
<b>Direction</b>	To learn and use simple compass points	Direction, North, South, East, West, Compass	
<b>Enquiry</b>	To ask simple questions. To use non-fiction books, maps, pictures and internet sources. To make observations of their surroundings and discuss why things happen.	Tally chart, Bar graph, Compare, Changes, Observe, Non-fiction books, Maps, Internet, Research	
<b>Scale/ distance</b>	To draw and make simple plans using objects.		
<b>Map Skills</b>	<b>Drawing maps</b>	<b>Map Symbols</b>	<b>Using Maps</b>
	World map, Atlas, Aerial Plan, Globe, 'Birds eye' view, Location, Route, Human, Physical, Key, Symbols, Feature		
	To draw aerial plan view maps.  <i>Example: draw an aerial plan view of our classroom.</i>	To use class agreed symbols to create a simple key, moving towards more abstract representations rather than pictures. 	To follow a simple plan view map.  <i>Example: finding a way from one place to another using the map.</i>  To use an infant atlas to locate key places.

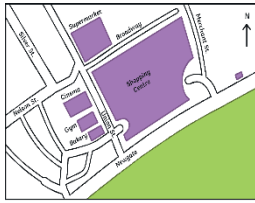
# Year 3 - Progression of Skills and Vocabulary in Geography

<b>Year 3</b>	<b>National Curriculum Key Stage 2:</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
<b>Focus Study Area</b>	To discuss and compare human and physical features of a UK area- <b>Sandwich.</b>	<b>Fieldwork opportunity (as linked with History)</b>	Sandwich- town centre The Wetlands, surrounding Sandwich.
<b>Physical Geography</b>	To discuss and explore extreme weather, looking particularly at the causes and effects- <i>link with physical geography of earthquakes, tornadoes, tsunamis etc. Link to Kent Earthquake 2007.</i> To understand and explore the impact that our weather has on the earth- <i>looking specifically at the wetlands and the impact they have on the area.</i>	Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave, Magnitude, Tsunami, Tornado, Natural disaster	
<b>Human Geography</b>	To describe and explain the different land uses within the UK- <i>use focus study area to support learning.</i>	Land use, Agriculture, Farming, Food, Industry, Retail, Housing, Business, Population	
<b>Location Knowledge</b>	To locate UK using atlases and maps. To locate major UK features- rivers, capitals, mountains etc.	Continent, City, County, Equator, Europe, United Kingdom, Sandwich, Thanet, Kent, Wetlands, Marshlands	
<b>Direction</b>	To follow and give 4 compass point directions. To use letters and coordinates to locate human/physical landmarks.	4 compass points, Compass rose, North, South, East, West, Coordinates, X axis, Y axis, direction	
<b>Enquiry</b>	To ask and initiate geographical questions. To investigate places and themes at more than one scale.	Questions, Initiate, Scale, Theme, Place, Investigate	
<b>Scale/ distance</b>	To spatially match places- recognise UK on small- and large-scale maps		
<b>Map Skills</b>	<b>Drawing maps</b>	<b>Map Symbols</b>	<b>Using Maps</b>
	Sketch map, Aerial photographs, Feature, Human, Physical, Land use, Key, Legend, Symbols		
	To add detail to teacher made sketch maps using aerial photographs.  <p><i>Example: using the pre-drawn map and photos of the area, draw the features and landmarks to complete the sketch map.</i></p>	To create keys and use universal symbols. 	To use Aerial photographs and junior atlases to locate places, human and physical features.  <p>To follow a route on a map.</p>

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<b>Focus Study Area</b>	To discuss and compare human and physical features of a European area- <b>Rome, Italy.</b>	<b>Fieldwork opportunity (as linked with History)</b>	River Dour Richborough Castle
<b>Physical Geography</b>	To learn about the formation and the impact that physical landforms such as volcanoes, have on a place- <i>looking at focus study, features and formation of volcanoes.</i> To identify and explain the stages of the water cycle- <i>use local study to support.</i> To locate, explain and understand the journey and importance of a river – <i>looking at river source, physical and human features around the river and conservation.</i>	<b>Water cycle, Volcano, Mantle, Outer core, Inner core, Magma, Active, Dormant, Extinct, Evaporation, Condensation, Precipitation, Pollution, Source, Tributary, Meander, Mouth</b>	
<b>Human Geography</b>	To explain different types of settlements, the land uses within them and how a site becomes suitable for settling – <i>links to history and focus area study.</i>	<b>Settlement, Settler, Site, Push factors, Pull factors, Need, Shelter, Food, Location, Transport, Residential, Urban, Rural</b>	
<b>Location Knowledge</b>	To locate countries within the continent of Europe	<b>Continent, Country, Europe, Border, Boundary, Rome, Greece, Italy, River Dour, River Thames, Source, Ocean, Sea</b>	
<b>Direction</b>	To introduce and begin to use 8 compass points.	<b>8 compass points, Compass rose, North, North east, South, South west, East, South east, West, North west, Coordinates</b>	
<b>Enquiry</b>	To ask and respond to questions, offering own ideas. To use satellite images, aerial photographs as geographical sources. To collect, record and analyse- comparing locations using photos and maps	<b>Satellite images, Respond, Aerial photographs, Source, Collect, Record, Analyse, Data, Compare, Location</b>	
<b>Scale/ distance</b>	To match boundaries on maps- find same boundary of a county/country on different scale maps.		
<b>Map Skills</b>	<b>Drawing maps</b>	<b>Map Symbols</b>	<b>Using Maps</b>
	<b>Sketch map, OS symbols, Satellite images, Key, Legend, Landform</b>		

To draw a sketch map of a short route experienced.

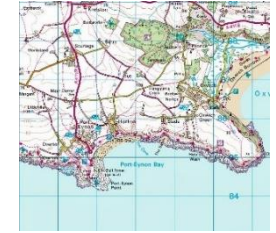


*Example: using the sketch map, now draw the route that we took from A to B.*

To identify and recognise OS symbols.



To use and become familiar with large OS and digital maps.



To use Junior atlases to find out about other places.

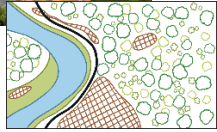
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# Year 5 - Progression of Skills and Vocabulary in Geography

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<b>Focus Study Area</b>	To discuss and compare human and physical features of a North American area- <b>Mexico</b> .	<b>Fieldwork opportunity (as linked with History)</b>	Canterbury
<b>Physical Geography</b>	To discuss the formation, distribution and changes in physical features- <i>looking at the formation of mountains and vegetation belts within focus study.</i>	<b>Vegetation belt, Biomes, Climate zones, Time zones, Mountain, Tectonic, Plates, Peak, Slope, Plateau, Fold, Altitude, Fault block mountain, Fold mountain, Volcanic mountain, Dome mountain, Plateau mountain</b>	
<b>Human Geography</b>	To explore the use and distribution of different natural resources, such as renewable energy- <i>look at energy and natural resources produced within focus area.</i>	<b>Resources, Energy, Renewable, Non-renewable, Sustainable, Electricity, Generation, Solar power, Hydro power, Wind power, Biomass, Carbon footprint, Conservation</b>	
<b>Location Knowledge</b>	To locate and name the countries within the continent of North America	<b>Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, Mexico, USA</b>	
<b>Direction</b>	To introduce and use 4 figure grid references to locate key features on a map.	<b>4 figure, Grid reference, Grid square, Numbers, Letters, Position</b>	
<b>Enquiry</b>	To suggest questions for investigating. To introduce and become familiar with different types of data sources- primary and secondary. To collect, record and analyse- comparing historical maps of different scales.	<b>Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales</b>	
<b>Scale/ distance</b>	To measure straight line distances on a plan. To find and recognise key places on different scale maps.		
<b>Map Skills</b>	<b>Drawing maps</b>	<b>Map Symbols</b>	<b>Using Maps</b>
	<b>Ordnance Survey map, Digital mapping, Contour lines, Relief, Topography, Height, Shape, Flat, Steep, Physical landforms</b>		

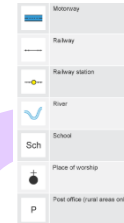


To draw sketch maps of different places using photographs.

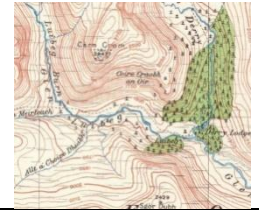


*Example: use the photograph to draw a sketch map.*

To use OS map symbols and create a key.



To use medium and large OS maps to identify physical and human features.



To use and explore contour lines.

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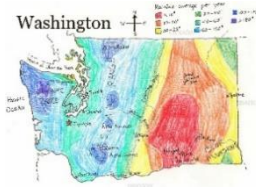


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<b>Focus Study Area</b>	To discuss the importance of the <b>Kent coastline</b> when learning about WW2.	<b>Fieldwork opportunity (as linked with History)</b>	Dover Castle, Battle of Britain, Capel, Langdon Cliffs site
<b>Physical Geography</b>	To observe physical features and how they have changed over time- <i>look at the coastline, cliff formations etc. linked to focus study.</i> To learn about the formation of coastlines, with a focus on coastal changes and erosion. To suggest ways and strategies that could be used to prevent coastal erosion- <i>persuasive writing, arguments for and against different types of prevention etc.</i>	<b>Border, Country, Coast, Erosion, Weathering, Arch, Stack, Stump, Split, Headland, Freeze-thaw, Abrasion, Sea wall, Defences, Groynes, Prevention</b>	
<b>Human Geography</b>	To understand and explore the process of trade, looking at import and export links into the UK- <i>link this is history study and Dover's positioning with the port.</i>	<b>Trade, Export, Import, Economy, Supply, Demand, Land use, Goods, Services, Tourism, Positive, Negative, Economic, Social, Environmental</b>	
<b>Location Knowledge</b>	To locate and identify countries involved within local area study and discuss how they have changed.	<b>Continent, Country, Region, Germany, Poland, France, Eastern Europe, Europe, Border</b>	
<b>Direction</b>	To introduce and use 6 figure grid references to locate features on a map. To find Longitude and Latitude in an atlas.	<b>6 figure, Grid reference, Accurate, Numbers, Letters, Longitude, Latitude</b>	
<b>Enquiry</b>	To suggest questions for investigating. To use primary and secondary sources when conducting research and fieldwork. To collect, record, analyse and draw conclusions- using fieldwork data.	<b>Fieldwork, Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse, Conclusions</b>	
<b>Scale/ distance</b>	To use a scale to measure distance. To draw and use maps and plans at a range of scales.		
<b>Map Skills</b>	<b>Drawing maps</b>	<b>Map Symbols</b>	<b>Using Maps</b>
	<b>Atlas, Index, 6 Figure Grid reference, Thematic map, Topographical, Political, Longitude, Latitude</b>		

To draw thematic maps- looking at temperature, rainfall etc.

*Example: draw a map showing the differing amounts of rainfall of a given place.*



To recognise atlas symbols.

To use and create key/legend for different thematic maps.



To follow routes on OS maps.

To record and report data using a range of different maps.

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