



The Wider Curriculum at St Alban's

Geography: Progression of skills



Intent: Our wider curriculum enables each child to be a curious, enthusiastic and confident learner for life and an active and caring member of our school family and wider society.

	Locational and Place knowledge	Human and Physical Geography	Fieldwork
Year 1	<ul style="list-style-type: none"> • Use maps and globes to locate the UK. • Be able to identify the 4 countries and label the capital cities. • Explain the purpose of a capital city. • Study pictures/videos of a country and ask geographical questions • Express own views about a place, people and environment. • Draw and label pictures to show how places are different. 	<ul style="list-style-type: none"> • Use basic geographical vocab to refer to key physical features including: beach, cliff, coast, sea, ocean, season, weather • Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour • Ask questions about the weather and seasons. • Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. 	<ul style="list-style-type: none"> • Observe and record information about the school • Taking photos of interesting things in the school grounds and explain what the photos show. • Study aerial photographs of the school • Look at a simple map of the school and identify the things they know and have seen. • Make a simple map. • Use simple compass directions (North, South, East and West) to describe the location of features on a map.
Year 2	<ul style="list-style-type: none"> • Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. 	<ul style="list-style-type: none"> • Use maps and globes, identify the coldest places in the world – The North and South pole, • Make predictions about where 	<ul style="list-style-type: none"> • Observe and record information about the local area • Study aerial photographs of the local area

	<ul style="list-style-type: none"> • Locate the continents on a paper map. • Study pictures/videos of two differing localities, one in the UK and one in a contrasting non-European country, e.g. Africa and ask geographical questions • Study pictures of the local area in the past and in the present and ask questions 	<p>the hottest places in the world are</p> <ul style="list-style-type: none"> • Children to identify the equator and locate the places on the Equator which are the hottest. • Be able to verbalise and write about similarities and differences between the features of two localities. 	<ul style="list-style-type: none"> • Undertake a traffic survey of the local main road – tally counting • Look at a simple map of the local area and identify the things they know and have seen. • Study maps and use simple compass directions (North, South, East and West) and locational and directional language to describe the routes on a map. • Draw own maps of the local area; use and construct basic symbols in a key.
Year 3	<ul style="list-style-type: none"> • Identify topography as well as decide which rivers they think are the largest. • Use the language of 'north', 'south', 'east', 'west' to relate countries to each other. • Critically study photographs – do they think these were taken close to the Equator or further away. • Look at maps, pictures and other sources to identify similarities and differences. • Identify the different climate zones. 	<ul style="list-style-type: none"> • Locate places in the world where volcanoes and earthquakes occur. • Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. • Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption and earthquakes. • Discuss how volcanoes and earthquakes affect human life e.g. 	<ul style="list-style-type: none"> • Study aerial photographs of volcanoes • Plot where earthquakes and volcanoes occur on a map • Plot and record data on a graph • Present findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. • Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.

	<ul style="list-style-type: none"> • Suggest areas there may be biomes • Children to ask questions about global warming • Identify different where food comes from 	<p>settlements and spatial variation.</p> <ul style="list-style-type: none"> • How humans use plants • Temperate climate zones- how it is used to produce food 	
Year 4	<ul style="list-style-type: none"> • Use maps to locate countries of Europe. • Study maps to make assumptions about the different areas of Europe • Use maps to locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. • Use maps to identify longitude and latitude. • Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. • Locate and label different countries/continents in the Northern and Southern hemisphere. Raise questions about the different hemispheres and make predictions on how they think life will be different in the two 	<ul style="list-style-type: none"> • Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) • Ask and answer questions through own knowledge and self-conducted research • Study maps of Anglo Saxon and Roman settlements. • Draw conclusions about the location of the settlements. • Explain and present the process of rivers. 	<ul style="list-style-type: none"> • Begin to experiment with four figure grid references • Undertake surveys. • Choose effective recording and presentation methods e.g. tables to collect data. • Draw conclusions from the data. • Look for evidence of past river use by visiting the location. • Make field notes/observational notes about land features. • Visit a river, locate and explain the features.

	hemispheres.		
Year 5	<ul style="list-style-type: none"> • Confidently use maps, globes and Google Earth. • Use atlases/maps to describe and locate mountainous regions using 6 figure grid references. • Locate largest mountainous areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. • Study photos/pictures/maps to make comparisons between locations e.g. mountainous areas • Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there. 	<ul style="list-style-type: none"> • Study maps and pictures of the local area from Tudor times. • Compare and contrast photos and maps from today. • Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. • Study globes, atlases and maps to locate features inc equator, tropics, continents, latitude, longitude • Use grid references to locate features 	<ul style="list-style-type: none"> • Take photographs to support findings • Classify buildings and natural features. • Present data in an appropriate way using keys to make data clear. • Compare and evaluate usefulness of maps • Plan a route using a compass • Create a key using multiple symbols
Year 6	<ul style="list-style-type: none"> • Select the most appropriate map for different purposes • Study maps of North and South America to identify environmental regions. • Identify the major cities and consider how they differ to other regions in the country. 	<ul style="list-style-type: none"> • Compare maps and aerial photographs. • Make comparisons and reflect on the reasons for the differences. • Discuss the causes of global warming and research the implications. 	<ul style="list-style-type: none"> • Identify main economies in the immediate area. Compare with trade in the past. • Research and present information on Britain's export trade. • Collate the data collected and record it using data handling

	<ul style="list-style-type: none">• Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.• Reflect on the importance and value of the tourism industry in these areas.• Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.	<ul style="list-style-type: none">• Discuss and debate fair trade.• Reflect on the impact trade has on an area and generate ideas for cause and effect.	<p>software to produce graphs and charts of the results.</p> <ul style="list-style-type: none">• Report on the effects of environmental change on themselves and others.• Look at maps on different scales and calculate scales on own maps.
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