

St. Luke's CE Primary School

Geography Curriculum – Progression of Knowledge and Skills



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Progression in **place** and **locational knowledge** is built in throughout the St. Luke's curriculum. Our **progression in knowledge** is **paired with** relevant **vocabulary** (see separate document), with some aspects **visited regularly** to promote a **mastery of core knowledge and vocabulary**, prior to entering KS3.

Year Group	Geography Skills	Fieldwork	Digital Technologies (DfS)
RECEPTION CLASS	<ul style="list-style-type: none"> - describe their relative position such as behind or next to (40-60 SSM) - use everyday language to talk about positions and distance to solve problems - comments and ask questions about aspects of their familiar world such as the place where they live/ natural world (30-50 months) - talk about similarities and differences in relation to places, objects, materials and living things (World_ELG) 	<ul style="list-style-type: none"> - talk about the features of their own immediate environment and how environments might vary from one another (World_ELG) - make observations of the environment and explain why some things occur and talk about changes (World – ELG) 	<ul style="list-style-type: none"> Teacher use of Google Earth and Digimap maps and aerial photos on the big screen. Teacher photograph features on a local walk and identify key (photographed) points on a map.
YEAR 1	<ul style="list-style-type: none"> Follow directions including N,S,E,W Have experience of maps and attempts to make own, real or imaginary Use own symbols on imaginary map; Use a plan view Use an Infant atlas to locate places Use NF books, stories, maps, pictures, photos and internet as sources of information Follow a route on a map using directional language such as near/far, left/right Have experience of aerial photographs and try to identify known places with support 	<ul style="list-style-type: none"> Investigate their surroundings Make observations about where things are e.g. around school and local area Express their own views about places and the local area Draw simple features they observe in the local area Experience simple plan views Orienteering To understand that symbols in a legend represent real-world features; To interpret a simple map & transfer understanding to real-world concrete materials; To make connections between the orienteering map and the real-world. 	<ul style="list-style-type: none"> Teacher use of Google earth and Digimap maps and aerial photos on the big screen. Label school and zoom out to view its place in the UK. Visit other relevant places e.g. London, Cardiff, Edinburgh and Belfast in maps and aerial views. Use large scale maps and aerial photos of the school grounds. Children match and label features that they recognise.
YEAR 2	<ul style="list-style-type: none"> Follow a route on a map using N, S, E, W Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo Use an infant atlas and globes to locate place; Use large scale maps Use NF books, stories, maps, pictures, photos and internet as sources of information Follow a route on a map using directional language such as near/far, left/right and understand how to use a key 	<ul style="list-style-type: none"> Begin to collect and record evidence with support Use simple fieldwork and observational skills to study school and grounds, including key human and physical features, making simple comparisons to Shyira, Rwanda. Investigate similarities and differences into local habitats; Gather data about specific habitats Join labels to correct features on plans, maps and photographs Try to make a simple scale drawing 	<ul style="list-style-type: none"> Children use Google earth and Digimap to search for their school or house and might add a simple label to their map or aerial photo with help. Search by postcode and/or place name locally. Children use a pre-prepared map of the school grounds and classroom to follow a trail or search for an object

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	<ul style="list-style-type: none"> • devise a simple map; and use and construct basic symbols in a key • Have experience of aerial photographs and try to identify known places 	<ul style="list-style-type: none"> • Experience simple scale drawings of the local area • Experience simple plan views • Orienteering - To know the 4 cardinal directions and use these to complete outdoor challenges; To use known features on the orienteering map to navigate from the start to controls. 	<ul style="list-style-type: none"> • Teacher model zoom out/in to locate places further away: Pudding Lane (London), Shyira, Rwanda and locations related to Christmas around the world.
YEAR 3	<ul style="list-style-type: none"> • Use eight compass points to follow or give directions • Use letters or number grid references to locate features on a map • Use large scale OS maps • Use atlases to find out about other features of places e.g. mountains • Use NF books, stories, maps, pictures, photos and internet as sources of information • Follow a route on larger scale maps • Begin to use maps sites on internet (digimap/google/mario) • Have experience of aerial photographs and identify known places 	<ul style="list-style-type: none"> • Begin to collect and record evidence • Analyse evidence and draw conclusions eg make comparisons with two locations using photos pictures, temperatures and location • Draw a sketch of a simple feature from an observation or photo • Make a map of a short route experienced with features in correct order • Start to draw plan views • Orienteering : Holding and setting/orientating the map + Application of skills learned in previous year groups 	<ul style="list-style-type: none"> • Draw a basic route on the map e.g. home to school. Add explanatory labels. • Use Digimap and Google Earth. • Use printed maps to compare human and physical features of our local area. • Use world map to locate UK, Roman Empire and Europe. • Zoom out/in to locate places further away: <i>Stone Henge, Maiden Castle, Old Sarum, (Stone and Iron Age links)</i>
YEAR 4	<ul style="list-style-type: none"> • Use eight-point compass points • Begin to use four figure grid references to locate features on a map • Begin to recognise symbols on a OS map • Use large and medium scale OS maps • Use atlases to find out about other features of places e.g. mountains, weather patterns • Use NF books, stories, maps, pictures, photos and internet as sources of information • Follow a route on larger scale maps use maps sites on internet (digimap/google) • Use satellite images and aerial photographs to extend learning within topic 	<ul style="list-style-type: none"> • Collect and record evidence • Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps • Begin to use recordings for their investigation; • Begin to draw a variety of thematic maps based on their own data • Begin to draw a sketch map from a high viewpoint • Continue to draw plan views. • Orienteering Folding and thumbing the map + Application of skills learned in previous year groups 	<ul style="list-style-type: none"> • Add photos and other annotations e.g. markers or areas, and larger labels to explain features and places. • Locate and measure rivers – local and/or nationally – measure and compare rivers significant to studies: <i>Mersey, Thames, Nile and Po</i> • Use printed off maps to use 4 figure coordinates to locate features. • Use scale bars to calculate distances. • Use world time zones and major lines of latitude overlays. • Use scale bars to calculate distances. • Use world time zones and major lines of latitude overlays

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<p>YEAR 5</p>	<ul style="list-style-type: none"> • Use eight-point compass points well • Use four figure grid references to locate features on a map • Recognise and use OS map symbols • Use medium scale land range OS maps • Use atlases to find out about other features of places e.g. mountains, weather patterns • Begin to use primary and secondary sources of information for evidence • Start to follow a short route on an OS map use maps sites on internet (digimap/google) • Continue to use satellite images and aerial photographs to extend learning within topic 	<ul style="list-style-type: none"> • Collect and record evidence • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life; Use sketches as evidence in an investigation in the local area • Begin to use recordings for their investigation; • Draw a variety of thematic maps based on their own data • Make a map of a short route experienced with features in correct order; Use a database to interrogate and amend data collected • Draw a plan view with some accuracy • Orienteering - Map memory and control flow + Application of skills learned in previous year groups 	<ul style="list-style-type: none"> • Use historical maps to demonstrate how Formby and Yorkl changes over time, using measuring tools: <i>City size, construction, transport.</i> • Use printed maps of various scales – understand larger and smaller scale maps. • Digimap and Google locate and use help features within the software e.g. help pages, YouTube videos etc. Children print off maps as PDFs. • Use latitude and longitude overlays on world map.
<p>YEAR 6</p>	<ul style="list-style-type: none"> • Use eight-point compass points confidently and accurately • Use six figure grid references to locate features on a map • Recognise and use OS map symbols and describe features shown on a OS map • Draw and use maps and plan in a range of scales • Use atlases to find out about other features of places e.g. mountains, weather patterns • Use primary and secondary sources of information for evidence • Follow a short route on an OS map independently • Use maps sites on internet (digimap/google) • Create maps using aerial photographs and satellite images. 	<ul style="list-style-type: none"> • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it • Draw a sketch of key features of topic studied with increasing accuracy • Begin to use recordings for their investigation; • Draw a variety of thematic maps based on their own data • Draw a sketch map using symbols and a key • Begin to draw plans of increasing complexity • Orienteering Using a compass to take a bearing; + Application of skills learned in previous year groups 	<ul style="list-style-type: none"> • Use a wider range of measuring and annotation tools. • Use maps to discover and describe different types of patterns, land use, changes and place-names. • Identify relief features e.g. contour lines, hills, mountains, slopes, valleys. <i>(Extension to retrieval and study of UK's rivers.)</i> • Use 6 figure coordinates to locate features on printed maps. Save maps as jpegs and use in other software. • Use keys and overlays on the world map.

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