



St Bernadette's Catholic Primary School



My Subject Skills Progression Document

Geography

The National Curriculum for geography (2014) aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Strand	Early Years Foundation Stage	Key Stage 1	Lower KS2	Upper KS2
Geographical Skills and Fieldwork	<p>At St. Bernadette's School, pupils will:</p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Use globes, photographs and atlases to talk about places in the world. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; eg. near, far, next to... 	<p>Pupils will:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>Pupils will:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use the eight points of a compass, four-figure (six will be shown too) grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and Europe. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and digital technologies. 	<p>Pupils will:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.

Map Skills

<p>Pupils will:</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Draw simple maps linked to stories and experiences and label them 	<p>Pupils will:</p> <p><u>Using maps</u> Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features on a map.</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike.</p> <p>Use directional language, such as near and far, up and down, left and right, forwards and backwards.</p> <p><u>Map knowledge</u> Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas.</p>	<p>Pupils will:</p> <p><u>Using maps</u> Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs.</p> <p>Communicate geographical information in a variety of ways, including through maps.</p> <p>Use simple compass directions (North, South, East, West).</p> <p><u>Map knowledge</u> Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Locate on a globe and world map the hot and cold areas of the world including</p>	<p>Pupils will:</p> <p><u>Using maps</u> Locate places using a range of maps including OS & digital.</p> <p>Using eight compass points to give directions. Locating places on maps.</p> <p><u>Map knowledge</u> Locate the UK on a variety of different scale maps.</p> <p>Name & locate the counties and cities of the UK.</p> <p>Recap on Equator, North Pole.</p>	<p>Pupils will:</p> <p><u>Using maps</u> Interpret maps and aerial photographs.</p> <p>Communicate geographical information through maps.</p> <p>Use the eight points of a compass, four and six-figure grid references (if able), symbols and key to build their knowledge of the United Kingdom.</p> <p>Recognise and use OS map symbols, look at a key and understand why it is important.</p> <p><u>Map knowledge</u> Locate Europe on a large scale map and globe.</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities.</p>	<p>Pupils will:</p> <p><u>Using maps</u> Learn how hills and valleys are represented on OS maps, through the use of contour lines.</p> <p>Communicate and explore geographical information through maps.</p> <p><u>Map knowledge</u> Locate the world's countries, focussing on North America.</p> <p>Recap on Equator, North Pole, South Pole, the Arctic and Antarctic Circle, Northern and Southern Hemisphere, the position and</p>	<p>Pupils will:</p> <p><u>Using maps</u> Interpret maps and aerial photographs. Use the eight points of a compass and six-figure grid references.</p> <p>Locate their school, their house and significant buildings on a map of the local area through the use of hard-copy maps and digital maps.</p> <p>Learn how we can locate places in the world using lines of latitude and longitude.</p> <p>Describe the features shown on an OS map and further develop map skills by learning how to measure and calculate real-life distances on OS maps using scale.</p> <p><u>Map knowledge</u> Locate the world's countries on a variety of maps, focussing on South America and also including the areas studied throughout the Key Stages.</p> <p>Recap on Equator, North Pole, South Pole, the Arctic and Antarctic Circle, Northern and Southern</p>
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		<p><u>Making maps</u> Devise a simple 2d map of their classroom.</p>	<p>the Equator the North and South Poles.</p> <p><u>Making maps</u> Create a map of the school grounds with photo locations from around the school as key landmarks.</p>	<p>Introduce the Arctic and Antarctic Circle, Northern and Southern Hemisphere.</p> <p><u>Making maps</u> Map journey through Lancaster -use standard symbols and understand the importance of a key. Draw sketch maps.</p>	<p>Recap on Equator, North Pole, South Pole, the Arctic and Antarctic Circle, Northern and Southern Hemisphere. Introduce the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn and the Prime/ Greenwich Meridian.</p> <p><u>Making maps</u> Annotate map to identify the area we will explore in fieldwork.</p>	<p>significance of latitude, longitude, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian. Introduce time zones (including day and night).</p> <p><u>Making maps</u> Build a 3-D model from contour lines and develop their understanding of how physical features are represented on 2-dimensional maps.</p>	<p>Hemisphere, the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian. Recap on time zones (including day and night).</p> <p><u>Making maps</u> Draw plans with scale drawings link drawn plans onto a plan of local area, using some OS map symbols.</p>
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