

Geography Progression Of Skills @ SVPS



| | Geography Progression Of Skills @ SVPS | | | | | | |
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| | Nursery | | Reception | Year 1 | | Year 2 | |
| | 2 Year Olds | 3 & 4 Year Olds | | Our School | UK and Continents | The UK and Seas, Continents and Oceans | Torquay, Nairobi and New York |
| Geographical Knowledge | To explore and experience the immediate environment around them and the phenomena that happens in it. | | Children will be able to recognise some similarities and differences between life in this country and life in other countries. Children will be able to recognise some environments that are different from the one in which they live. Children can show an understanding the effect of changing seasons on the natural world around them. | Children will be able to name some natural and some man-made features of our school grounds and local community. | Children will be able to name the countries that make up the UK. Children will be able to name the 7 continents and the worlds 5 biggest oceans. | Children will be able to name and locate the world's seven continents and five oceans. Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | Children will be able to talk about differences and similarities between the 3 locations they have studied. |
| Geographical Vocabulary | Talk about what they see, using a wide vocabulary Inside, outside, on top, under, shop, home, garden, nursery, farm, train, car, bus, road, train track, pond, forest | | Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, move direction, backwards, forwards, location human and physical | Use basic geographical vocabulary to describe key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river, season and weather. Use basic geographical vocabulary to describe key human features, including: city, town, village. | | Use basic geographical vocabulary to describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | |
| Geographical Skills | | Use all their senses in hands-on exploration of natural materials. | Draw information from a simple map. Describe what they see, hear and feel whilst outside. | 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 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 a range of 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 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. | | 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. | |
| Geographical Enquiry | Explore and respond to different natural phenomena | Explore collections of materials with similar and/or different properties. | Explore the natural world around them. | | Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country |
| SVPS Curriculum Concepts | | | | | | | |
| Diversity and Adversity | | | The children will begin to understand the differences/ similarities between lives. And environments. | | | This unit exposes children to how vast, diverse and wide-ranging different places in the world can be. | |
| Change and Continuity | Exploring seasonal changes. | | The children are beginning to understand the changes that happen in the natural world. | The children begin to understand that our locality is always changing (New buildings) | | | This unit focuses on how places can share vast differences but still have many things in common. |
| Locality and Context | Exploring our local environment. | | The children will explore the school grounds and landmarks in their immediate environment. | This unit is exclusively studying our school grounds and locality. | This unit teaches children where we are in the context of the wider world. | | |



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Year 3

Year 4

Year 5

Year 6

| | Africa and Egypt | Coasts and the Water Cycle | Mountains | Rainforest | Polar Regions | Volcanoes and Earthquakes | Scandinavia | Biomes and Vegetation Belts |
|---------------------------------|---|---|---|--|--|---|---|---|
| Geographical Knowledge | | Describe and understand key aspects of (1) rivers and (2) the water cycle (including (3) coasts and (4) sea-defenses) | Describe and understand key aspects of mountains | Describe and understand key aspects of rainforests | To know the locations and key features of the worlds polar regions. | Describe and understand key aspects of (1) Volcanoes and (2) Earthquakes. | Describe the key aspects of physical, human and political geography that makes Scandinavia different to the UK. | Describe and understand key aspects of climates, biomes and vegetation belts. |
| Geographical Vocabulary | | | | | | | | |
| Geographical Skills | (J) Use maps, atlases, globes and digital/computer mapping to locate countries and (K) describe features studied. (L) Use the eight points of a compass, (M) four figure grid references, (N) symbols and key. | Use fieldwork skills to (5) observe, (6) measure, and (7) record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | Use maps, atlases, globes and digital/computer mapping to locate countries and (J) describe features studied. Use the eight points of a compass, four figure grid references, symbols and key | Use maps, atlases, globes and digital/computer mapping to locate countries and (J) describe features studied. Use the eight points of a compass, four figure grid references, symbols and key | Use maps, atlases, globes and digital/computer mapping to locate countries and (J) describe features studied. | Use maps, atlases, globes and digital/computer mapping to locate countries and (J) describe features studied. Use the eight points of a compass, (D) four and six-figure grid references, (E) symbols and key. | Use the eight points of a compass, four and six-figure grid references, symbols and key Children can follow a line of enquiry to answer geographical questions such as 'How is 1 country different to another?' Children can collect and use a range of data to draw conclusions supporting or disproving a geographical statement. | Use the eight points of a compass, four and six-figure grid references, symbols and key Children can follow a line of enquiry to answer geographical questions such as 'How is 1 country different to another?' Children can collect and use a range of data to draw conclusions supporting or disproving a geographical statement. |
| Geographical Enquiry | (1) Describe and understand key aspects of human geography, including: (2) types of settlement and land use, (3) economic activity including trade links, and (4) the distribution of natural resources including energy, food, minerals and water. | | Name and locate geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. | | Name and locate geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. | | Describe and understand key aspects of human and political geography, including: (2) types of settlement and land use, (3) economic activity including trade links, and (4) the distribution of natural resources including energy, food, minerals and water. | |
| Place Knowledge | Children understand that Africa is a continent and that Africa is made up of countries. Children can name some countries that make up Africa and understand that South Africa is a country that is a part of Africa (The continent). | Countries: UK (+ London and the River Thames), France (+ Paris and the river Seine), Spain (+Madrid), Portugal (+Lisbon), Belgium (+ Brussels), Netherlands (+Amsterdam), Germany (+Berlin), Italy (+Rome), Switzerland, Ukraine, Russia (+Moscow) Countries: Devon (+ Exeter and the River Exe, Dartmouth and the River Dart and Torquay), Cornwall (+ Lands End and Truro), Dorset (+ Lyme Regis and Charmouth), Somerset (+ Bath), Hampshire, West-Sussex, East-Sussex (South Coast of England) | (REVISIT Continents) when looking at mountains: Europe—Alps, Asia—Himalayas (India), Africa—Atlas Mountains, N America—Rockies, S America—Andes, + Everest (Nepal and China) + Mount Fuji (Japan) + The Matterhorn (Switzerland) + (REVISIT Kilimanjaro) (Tanzania). IN HISTORY Countries: Northumberland, Tyne and Wear, Yorkshire (+ York), Lincolnshire (+Lincoln), Norfolk, Suffolk, Essex and Kent. (Likely landing places for many Roman, Viking and Anglo-Saxon Invasions) | Countries: Brazil, Bolivia, Peru, Ecuador, Columbia, Venezuela, Guyana, Suriname and French Guiana. (The countries that contain the Amazon Rainforest) +Argentina | Children will be able to find Antarctica and the arctic on a globe and talk about some similarities between the two places. | Countries: USA, Chile, Peru, Costa-Rica, Canada, Russia, Japan, Philippines, Australia, Papa New Guinea, Indonesia, New Zealand, Antarctica. (Ring of the Fire) +Italy (Pompeii) | Children will be able to find the Scandinavian countries on a world map, globe and atlas. They will be able to name these countries and talk about where they are in relation to the UK. | To revise the countries already taught (in context of mountains, rivers, volcanoes and earthquakes) + mainland Europe. New Countries: Australia, Greenland, Canada, + Northern Africa (Sahara Dessert) Libya, Algeria, Niger, Mali, Chad, Sudan. |
| SVPS Curriculum Concepts | | | | | | | | |
| Diversity and Adversity | Children learn about how difficult it can be to live in some parts of the world. | | | Children learn about the incredible diversity in plants and animals that can be found in the rainforests. Children learn about deforestation and its impact on the wider world. | | Children learn about people who have live in fear of volcanic eruptions or awaiting earthquakes. Children look at San Francisco as a relatively 'new built' city. | Children look at an area of Europe that has a different approach to taxes, healthcare, politics and education that the UK. | Children learn about the huge diversity in climates and habitats throughout the world. |
| Change and Continuity | Children learn that in one continent, country or city, you can experience a hugely diverse range of people and experiences. | Children learn that the water cycle is largely unchanged over millions of years. | Children learn that mountains can be formed in a variety of ways. | | Children learn a little about the challenges faced in polar regions caused by global warming. | Children learn that volcanoes and earthquakes have been occurring on the earths surface since the dawn of time. | | Children learn about the minute changes that can have a huge impact on a habitat or biome. |
| Locality and Context | Children learn that we live (UK, Torquay) is not the same experience for everyone. | The children learn about our coasts in the South West and how features have been created over time. | | | Children learn about famous explorers from Torquay and SW who have completed polar exploration. | | Children compare the way people broadly live in Scandinavia to the UK. | |