



GEOGRAPHY

Skills Progression Grids for Parkland Infant and Junior

INTENT

"We don't inherit the world from our ancestors, we borrow it from our children" - David Brower

From the moment we are born, we instinctively begin to explore the world around us with all of our senses. At The Parkland Federation, we feel it is important to nurture and encourage children's natural curiosity, shaping and directing it to ensure our pupils are inquisitive learners who look closely at the world around them. We want them to develop the skills to be able to interpret what they see. We believe that through Geography, our children will be inspired to learn about the incredible world that surrounds them. A key element of what we teach is to provide the knowledge and understanding of how our children can take on an active role in engaging with and protecting the environment and the abundance of species that surround us.

The Parkland Federation is a proud holder of the **Eco Schools Award 2019**.



Aim high, work hard, dream BIG!

PKF

IMPLEMENTATION

At Parkland, we inspire our pupils to develop their knowledge about the wider world, the United Kingdom and their own locality. We ensure children 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. We include regular field trips in order to enhance the children's understandings of Planet Earth.



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PKF

As children progress through school, we extend their knowledge and understanding beyond the local area to the United Kingdom, Europe and beyond. This includes the location and characteristics of a range of the world's most significant human and physical features. Children develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Atlases, maps and a range of technologies (including Virtual Reality) are used to provide children with experiences that truly bring the wonders of our world to life and ensure a genuine passion for preservation.



Key Stage	Year Group	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills and FieldWork
1	1	<p>To find where I live on a map of the United Kingdom.</p> <p>To name the four countries in the United Kingdom and locate them on a map</p> <p>To name the capital cities of England, Ireland, Scotland and Wales and locate them on a map</p>	<p>To understand geographical similarities and differences, through studying the human and physical geography, of a small area of the UK (Hampden Park) and a small area of a contrasting non-European country (Antarctica).</p> <p>Key places of study: The UK, Antarctica</p>	<p>To keep a weather chart, identifying daily weather patterns (Science)</p> <p>To understand how the weather changes throughout the year, identifying seasonal weather patterns (Science)</p> <p>To compare lives, climate and weather of a small area of the UK (Hampden Park) and a small area of a contrasting non-European country (Antarctica).</p> <p>To identify the key physical features of contrasting places, using keywords: beach, forest, hill, sea, river, soil, valley, season, weather</p> <p>To identify the key human features of contrasting places using keywords: town, village, factory, farm, house, office, harbour, shop, country</p>	<p>To use maps, atlases and globes to locate and identify the United Kingdom and its countries.</p> <p>To use fieldwork and observational skills to study the geography of the local area (Hampden Park)</p> <p>To use locational and directional language: near, far, left, right, up, down</p> <p>To describe the location of features and routes on a map</p> <p>To draw a simple map using symbols</p>

Key Stage	Year Group	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills and Fieldwork
1	2	<p>To name the four countries in the United Kingdom and locate them on a map, including the surrounding seas.</p> <p>To identify features of countries including ports, rivers and significant buildings</p> <p>To recognise and locate the seven continents of the world on a map/globe and where we live in comparison</p> <p>To locate and name the five oceans of the world</p> <p>To identify the flags of the four countries of the UK and the Union Flag</p>	<p>To understand geographical similarities and differences, through studying the human and physical geography, of a small area of the UK (Eastbourne) and a small area of a contrasting non-European country (Bali)</p> <p>To understand some of the languages spoken in the United Kingdom and its countries.</p> <p>To understand that Eastbourne is a town in England and that London is the capital city of England</p> <p>Key places of study: The UK, Bali</p>	<p>To identify the key physical features of contrasting places, using keywords: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, soil, valley, vegetation, season, weather</p> <p>To identify the key human features of contrasting places using the key words: city, town, village, factory, farm, house, office, port, harbour, shop, country</p> <p>To identify hot and cold areas of the world in relation to the Equator and the North and South poles. Identify seasons and climate. (Bali and Eastbourne)</p> <p>To understand that the River Thames runs through London, England</p>	<p>To use maps, atlases and globes to locate and identify the 7 continents, the United Kingdom and its countries.</p> <p>To use locational and directional language: near, far, left, right, up, down</p> <p>To use the four simple compass points (North, South, East, West)</p> <p>To describe the location of features and routes on a map</p> <p>To draw a simple map using symbols and a key - comparing a small area of Bali and Eastbourne</p>

Key Stage	Year Group	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills and Fieldwork
2	3	<p>Through the topic 'Dangerous and Deadly', the children will locate the world's countries, including South America. They will use maps to do this, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</p> <p>The children will develop their understanding of geographical regions associated with rainforests and identify human and physical characteristics, and key topographical features</p> <p>Through the topic, 'Bigger and Boulder', the children will name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Through the topic 'Deadly and Dangerous', the children will begin to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. They will look at Sherwood Forest with a region within south America - The Amazon Rainforest</p> <p>Key places of study: UK, France, South America, Italy,</p>	<p>Linked to the topic Dangerous and Deadly the children will describe and understand key aspects of:</p> <p>Physical geography - including volcanoes earthquakes and tsunamis</p> <p>Human geography, including: types of settlement and land use, and the effect deforestation has had on the distribution of natural resources including energy, food, minerals and water</p>	<p>Through the variety of topics studied, the children will use maps, atlases, globes and digital/computer mapping to locate countries of the world. This includes locating countries around the world, where rainforests and volcanoes can be found and where evidence of different types of Stone Age and Iron Age settlements have been discovered</p> <p>When locating these countries the children will develop their understanding of and use the four simple compass points (North, South, East, West) to build their knowledge of the United Kingdom and the wider world.</p> <p>To 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 graphs, and digital technologies. (Friston Forest)</p>

Key Stage	Year Group	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills and Fieldwork
2	4	<p>When studying 'Revolting Romans' and 'Tomb Raiders', the children will locate the world's countries, using maps to focus on Europe and Africa, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Linked to the topic of 'Revolting Romans', the children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time through the impact of the Roman invasion</p> <p>To understand the Northern and Southern Hemisphere as well as the Equator and where Italy and Europe lie in comparison.</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a country in Africa.</p> <p>Key places of study: The River Thames, The River Nile, The river Seine, Italy, France, Egypt</p>	<p>Linked to their history topic, 'Tomb Raiders', children will learn to describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, focusing on the importance of the river Nile.</p> <p>'During What Lies Beneath', the children will study the importance of The Water Cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>When investigating, 'What lies beneath', the children will use maps, atlases, globes and digital/computer mapping to locate continents, seas, countries and describe features studied focusing mainly on the UK, Egypt and Europe.</p> <p>To use the eight points of a compass</p> <p>use four 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</p> <p>To 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 graphs, and digital technologies. (Cuckmere River)</p>

Key Stage	Year Group	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills and Fieldwork
2	5	<p>Linked to the topic `Traders and Raiders`, the children will learn to name and locate counties and cities of the United Kingdom, geographical regions and identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time due to the affect of the invasion</p> <p>Whilst developing their map skills the children will be taught to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p> <p>Key places of study: UK, France, Greece, and Scandinavian countries of Europe.</p>	<p>Through comparing the scandinavian countries and the mediterranean country of Greece with the physical and human geography of the UK, the children will learn to describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Linked to their history topic, the children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>When designing their own maps the children will be introduced to the eight points of a compass</p> <p>Linked to their history topic, the children will use 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</p> <p>To 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 graphs, and digital technologies. (Comparing Eastbourne and a Greek Island)</p>

Key Stage	Year Group	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills and Fieldwork
2	6	<p>When researching information on World War II, the children will locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>When investigating regions in both North and South America, the children will concentrate on locating key environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Whilst looking at World War II, the children will learn to name and locate the counties and cities of the United Kingdom, and the geographical regions. They will identify key human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Through mapwork, the children will learn to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (London) and a region in a European country (Berlin) and a region in the UK and a region within North or South America (London, New York and Rio De Janeiro)</p> <p>Key places of study: London, France, Berlin, New York, Russia, Germany, America, Brazil, Rio De Janeiro</p>	<p>When studying the 'Amazing Americas', the children will learn to describe and understand key aspects of:</p> <p>Physical geography, including: rivers and mountains including the Rocky Mountain range, and the Andes,</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Linked to their history topic, the children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Linked to their history topic, the children will focus on using the eight points of a compass to identify and compare where countries are on a world map</p> <p>Linked to their history topic, the children will use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>To 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 graphs, and digital technologies. (Blackland Farm and East Sussex Martello Tower Trail)</p>



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Infant Subject Leader: Miss Naomi Sanders
Junior Subject Leader: Miss Naomi Sanders
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