

Curriculum Skills and Progression Geography: 2024 to 2025



Nebula
where stars are born



The Geography Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School

At Horsford C of E VA Primary School, we ensure that the teaching of our geography curriculum embodies our Christian Distinctiveness and reinforces our School Values of: Courage, Compassion and Responsibility. Through learning about key geographical events, children gain an understanding of the happenings the world in which they live, which in turn gives them a deepening respect and love for varying cultures, beliefs, and religions. Through learning about geographical events that have not only shaped British culture but also global cultures, children can hope that we learn from what geography can teach us, to live in a more harmonious world. Our geography curriculum also teaches children to seek joy out of how well societies have developed as well as encouraging them to see themselves as global citizens where no one person is isolated or cast aside, as reflected in our school's Bible story of The Good Samaritan. The Good Samaritan was a man of compassion, courage and responsibility, who saw it upon himself to always do the right thing by others. Even in times of austerity, when it felt scary to do so, he was courageous in the choices he made. He helped more than just his friends, because he believed it was important to value everybody, whoever they were. In the moment, he took responsibility when another was in need, because it was just the right thing to do. He made a difference, not just to one person, but to scores of communities who heard of the humility he showed. Inspired by this story, it is our vision that Horsford Church of England Primary School will foster the values of **compassion, courage, and responsibility**.

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'



SKILLS

10 core skills have been identified and labelled alphabetically (see below a – j).

In mixed year classes, this allows one core skill to be focussed on in a lesson with clear differentiation and progression between each year group. By the end of the year, every skill will have been covered, and pupils will be assessed against them.

GEOGRAPHICAL ENQUIRY

- a) Use geographical vocabulary to describe human and physical features
- b) Examine sources of geographical evidence [see suggestions on page 7]
- c) Identify similarities and differences between places
- d) Understand geographical changes
- e) Present findings [see suggestions on page 7] MAP SKILLS
- f) Use directional and locational language
- g) Use maps
- h) Draw maps FIELDWORK SKILLS
- i) Gather data
- j) Record observations

Key Geographical language has also been set out for each year group on the skills progression map.

Reception
Expected Standard
<p>EYFS ELG: People, Cultures and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>GEOGRAPHICAL ENQUIRY</p> <ul style="list-style-type: none"> Understand the geographical features of our school area. Begin to use basic geographical vocabulary to refer to key physical features (beach, forest, river, sea, weather) and key human features (city, town, village, farm, shop) Recognise a photo and verbalise what they see. Names some places in their locality (e.g. Norwich and Norfolk) Identify seasonal and daily weather patterns in the local area. Respond to closed questions. <p>MAP SKILLS</p> <ul style="list-style-type: none"> Follow simple directions (e.g., up/down, forwards/backwards) Begin to recognise that a map is of a place Use a simple picture map to move around school With support, draw picture maps of imaginary places and from stories. <p>FIELDWORK SKILLS</p> <ul style="list-style-type: none"> Begin to investigate their surroundings. Begin to make observations about where things are in school. Draw simple features they observe in school. Begin to use everyday language to describe features (e.g., big, small, hot, cold...)
Greater Depth
Can they suggest ways they could help to look after the place they have been studying?

Year 1
Expected Standard
<p>GEOGRAPHICAL ENQUIRY</p> <p>a) Use basic geographical vocabulary to describe the human and physical geographical features: North Pole, South Pole, Equator, physical features, human features, country, continent, village, town, season, weather, sea, ocean, cliff, coast, river, soil, vegetation, hill, forest, farm, house, shop.</p> <p>b) Examine a source of geographical evidence (e.g., photo, map, video, book, or person) by sharing simple observations and questions</p> <p>c) Identify a similarity and difference between two different places</p> <p>d) Understand seasonal and weather changes and identify patterns</p> <p>e) Present their findings through role-play, retelling stories, labelled drawings, sorting activities or pictograms</p> <p>MAP SKILLS</p> <p>f) Use simple directional and locational language for describing locations and routes (North, South, left, right, forwards, backwards, near and far)</p> <p>g) Follow a route on a pictorial map of the school or an imaginary place and begin to use globes and simple world maps to locate places</p> <p>h) Use aerial photographs and plan perspectives to sketch simple floorplans and route maps of the school environment</p> <p>FIELDWORK SKILLS</p> <p>i) Count geographical features (0-20) or use measurement language to describe them (e.g. near, far, big, small, hot, cold...)</p> <p>j) Collect evidence found in different environments or seasons and share their observations (e.g. rainwater, snow, plants, sand, soil, stones...)</p>
Greater Depth
<p>Can they suggest what they like and dislike about the place they have been studying?</p>

Year 2
Expected Standard
<p>GEOGRAPHICAL ENQUIRY</p> <p>a) Use basic geographical vocabulary to describe human and physical geographical features: North Pole, South Pole, Equator, physical features, human features, country, continent, village, town, city, capital city, season, weather, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, factory, farm, post office, port, harbour.</p> <p>b) Examine a source of geographical evidence (a photo, map, video, book, or person) by sharing observations and questions</p> <p>c) Identify some similarities and differences between two places studied</p> <p>d) Identify how an environment has changed (before and after)</p> <p>e) Share their findings through simple oral/written explanations, labelled drawings and tally charts or pictograms</p> <p>MAP SKILLS</p> <p>f) Use four compass points to locate places or give route directions (North, South, East, West)</p> <p>g) Use globes and world maps to locate places and begin to look at junior atlases</p> <p>h) Use aerial photographs to sketch a simple route map of a road they have walked down, using some class agreed symbols in a simple key</p> <p>FIELDWORK SKILLS</p> <p>i) Gather data by counting geographical features (0-100) or measuring distance or height using hands or feet (e.g., counting steps)</p> <p>j) List or draw their basic observations and begin to use basic equipment for closer inspections (<i>e.g., magnifying glass, binoculars, weathervane, quadrat, geo sieve, pond dipping...</i>)</p>
Greater Depth
<p>Can they suggest what they would change or keep the same in the place that they have been studying?</p>

Year 3
Expected Standard
<p>GEOGRAPHICAL ENQUIRY</p> <p>a) Begin to use KS2 geographical vocabulary to describe key aspects of human and physical geography: Northern Hemisphere, Southern Hemisphere, Equator, physical and human characteristics, countries, major cities, types of settlement, land use, topographical features, climate zones, biomes, vegetation belts, volcanoes, earthquakes</p> <p>b) Examine a source of geographical evidence (a photo, map, video, book, or person) by asking questions and beginning to draw simple conclusions with justifications.</p> <p>c) Identify similarities and differences between two places studied, starting to give some reasons for these</p> <p>d) Identify how an environment has changed and begin to suggest reasons why</p> <p>e) Share their findings through oral/written explanations, labelled drawings and tally charts or simple tables</p> <p>MAP SKILLS</p> <p>f) Use eight compass points to locate places or give route directions (North, South, East, West, Northeast, Southeast, Northwest, Southwest)</p> <p>g) Use globes, world maps and junior atlases to locate places and begin to look at ordnance survey (OS) maps</p> <p>h) Use a key of standard OS symbols to sketch a simple route map of a road they have walked down, with features in the correct order</p> <p>FIELDWORK SKILLS</p> <p>i) Gather data by counting geographical features and begin to use equipment to take measurements using standard units (e.g., click counter, trundle wheel, ruler, thermometer, barometer, rain gauge...)</p> <p>j) Record their observations as detailed labelled drawings or descriptive lists, using basic equipment for closer inspections (e.g., magnifying glass, binoculars, weathervane, quadrat, geo sieve, pond dipping...)</p>
Greater Depth
Can they suggest ways they could improve the place they have been studying?

Year 4
Expected Standard
<p>GEOGRAPHICAL ENQUIRY</p> <p>a) Use some KS2 geographical vocabulary to describe key aspects of human and physical geography: physical characteristics, human characteristics, Equator, Northern and Southern Hemisphere, latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian, time zones, climate zones, biomes, topographical features, environmental regions, countries, major cities, settlements, land use, economic activity, trade links, natural resources, water cycle.</p> <p>b) Examine primary and secondary sources of geographical evidence by asking questions and drawing conclusions with justifications</p> <p>c) Identify similarities and differences between places, giving reasons for these</p> <p>d) Identify negative and positive environmental changes and give reasons for these</p> <p>e) Present findings through written explanations, oral presentations, labelled diagrams, displays and bar graphs or tables</p> <p>MAP SKILLS</p> <p>f) Use letter-number coordinates and an 8-point compass to locate features or navigate routes (North, South, East, West, Northeast, Southeast, Northwest, Southwest)</p> <p>g) Use junior atlases, OS maps and begin to use digital maps to locate places and features.</p> <p>h) Use a key of OS symbols to sketch a map of a simple route, with most features placed correctly</p> <p>FIELDWORK SKILLS</p> <p>i) Gather data by taking a poll or using measuring equipment (e.g., click counter, trundle wheel, ruler, thermometer, barometer, rain gauge, stopwatch...)</p> <p>j) Begin to use labelled field sketches and digital technologies to record their observations, using equipment for closer inspections (e.g., magnifying glass, weathervane, quadrat, geo sieve, pond dipping, binoculars...)</p>
Greater Depth
Can they suggest ways the place they are studying might be negatively impacted by human or physical features?

Year 5
Expected Standard
<p>GEOGRAPHICAL ENQUIRY</p> <p>a) Correctly use most of the geographical language taught in KS2: physical characteristics, human characteristics, Equator, Northern and Southern Hemisphere, latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian, time zones, climate zones, biomes, topographical features, environmental regions, countries, major cities, settlements, land use, economic activity, trade links, natural resources, water cycle.</p> <p>b) Begin to use the library and internet to find sources of geographical evidence and examine them by asking questions and drawing conclusions with justifications</p> <p>c) Begin to explain connections and contrasts between places, including the significance of location and patterns</p> <p>d) Identify negative and positive environmental changes and the effects on people and places</p> <p>e) Present findings through written explanations, oral presentations, labelled diagrams, displays and bar or line graphs</p> <p>MAP SKILLS</p> <p>f) Use four-figure grid references and an 8-point compass to locate features or navigate routes (North, South, East, West, Northeast, Southeast, Northwest, Southwest)</p> <p>g) Use atlases, OS maps and digital maps to locate places and features</p> <p>h) Use a key of OS symbols to sketch a map of a small area, beginning to show an awareness of scale and distance</p> <p>FIELDWORK SKILLS</p> <p>i) Use a range of equipment for taking measurements and use multiple choice questionnaires to collect data</p> <p>j) Annotate detailed field sketches and use digital technologies to record their observations, using equipment for closer inspections.</p>
Greater Depth
Can they suggest ways the place they are studying might be negatively impacted by human or physical features and suggest ways it could be protected?

Year 6
Expected Standard
<p>GEOGRAPHICAL ENQUIRY</p> <p>a) Correctly use all the geographical language taught in KS2: physical characteristics, human characteristics, Equator, Northern and Southern Hemisphere, latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian, time zones, climate zones, biomes, topographical features, environmental regions, countries, major cities, settlements, land use, economic activity, trade links, natural resources, water cycle</p> <p>b) Confidently use the library and internet to find sources of geographical evidence and examine them by asking questions and drawing conclusions with justifications</p> <p>c) Explain connections and contrasts between places, including the significance of location and patterns</p> <p>d) Explain and justify their own views on negative and positive environmental changes</p> <p>e) Present findings through written explanations, oral presentations, labelled diagrams, displays and line graphs or pie charts</p> <p>MAP SKILLS</p> <p>f) Use six-figure grid references and an 8-point to locate features or navigate routes</p> <p>g) Confidently use atlases, OS maps and digital maps to locate places and features</p> <p>h) Use a key of OS symbols to sketch a map of an area, showing an awareness of scale and distance</p> <p>FIELDWORK SKILLS</p> <p>i) Confidently use a range of equipment for taking accurate measurements and use multiple choice questionnaires to collect data</p> <p>j) Annotate detailed field sketches and use digital technologies to record their observations with a well-chosen viewpoint, using equipment for closer inspections.</p>
Greater Depth
Can they suggest and justify the actions they would take to live more sustainably, if they live in the place being studied?

DEEPER LEARNING QUESTIONS

Pupils 'Working Towards' will need support and scaffolding to answer these questions.

Pupils 'Working at Expected' should be able to independently offer some simple suggestions and reasons.

Pupils 'Working at Greater Depth' should be able to independently give detailed answers with justified reasons and connections to geographical knowledge.

Replace 'this place' with the name of the place they are studying:

Reception: How could you help to look after *this place*?

Year 1: What do you like or dislike about *this place*?

Year 2: What would you change or keep the same in *this place*?

Year 3: How could you improve *this place*?

Year 4: How might *this place* be negatively impacted by human or physical features?

Year 5: How might *this place* be negatively impacted by human or physical features and how could it be protected?

Year 6: If you lived in *this place*, what actions would you take to live more sustainably?

Other possible questions:

KS1

What clothes would you pack to visit *this place* and why?

Where would you want to visit and why?

KS2

If you were to visit *this place*, what data and evidence would you collect to build up a picture of what it is like?

If you could pick only one place to visit, which would you pick and why? Why not the other places?

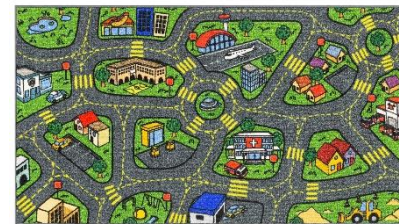
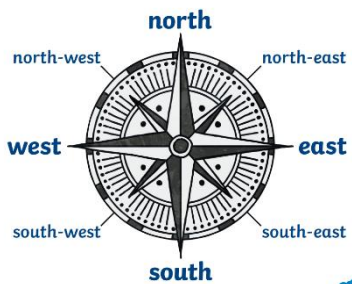
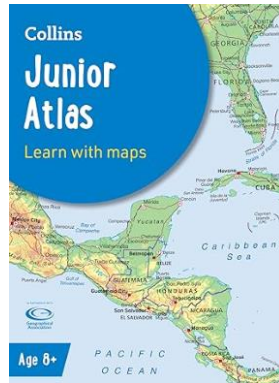
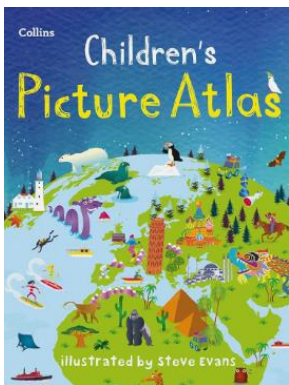
If you lived in *this place*, what might the pros and cons be? Would you rather live there or where you currently live?

SEN

Reasonable adjustments for Pupils with SEN

Here are some recommendations for ways the Geography curriculum can be adjusted to meet the needs of children with SEN or who are working below ARE.

- Helpful resources: globe stress ball or beach ball, picture atlas, labelled world map, labelled UK map, Google maps, key words with pictures, compass... (see below)
- Pre-teach key vocabulary (see skills progression for key vocabulary, especially the words for KS1).
- Children working below ARE could have adapted activities that meet the skills from year groups below their own.
- Ensure fieldwork outings are accessible for all pupils and you could prepare them before the trip with a social story.
- Use a range of methods for recording evidence in books that overcome their barriers to learning (e.g. drawing, scribing, typing, acting...).
- Identify their strengths in this subject and encourage them to teach their peers (e.g. prior knowledge or drawing skills).



Sources of Geographical Evidence

- Atlases (picture atlas for KS1 or junior atlas for KS2)
- Globes (can be a stress ball or beach ball)
- Maps (pictorial map display poster, detailed world map display poster, ordnance survey (OS) map)
- Books: National Geographic books or magazines, Geography Encyclopaedia, Horrible Geography series, 'The Big Book of the UK', 'Prisoner of Geography: Our World Explained'
- Readings from equipment (rain gauge, thermometer, barometer, compass, trundle wheel, weathervane, click counter, stopwatch, measuring tape)
- Google Maps and Google Earth
- Photographs, including aerial photographs.
- Graphs and charts
- Video and audio recordings
- Films and documentaries
- Brochures or magazine clippings
- Trips
- Visitors
- Questionnaires
- Polls

Recording Evidence of Pupil's Knowledge and Skills

- Labelled photos, sketches, or maps
- Evidence they have collected during fieldwork (measurements, sketches, questionnaires, photos, videos, and audio recordings)
- Data they have collected during fieldwork (tables, charts, and graphs)
- Sorting activities (photographed or cut and stuck in books)
- Notes they've taken during their research.
- Pieces of writing in role (e.g., letters, emails, or diaries)
- Written presentations of their findings (e.g., info leaflets or travel brochures)
- Videos of discussions, oral presentations, or debates (Seesaw QR codes stuck in books)
- Videos of drama (e.g., hot seating in role)
- Videos/photos of a trip or visitor with their reflections

INQUIRY

Links to the 10 core skills [a – j] for Learning Objectives.

- **Interview:** Children interview a visitor or the teacher in role (e.g. a local, travel agent, environmentalist, county councillor) with the purpose of finding out information that will help them carry out a task in role (e.g. a news report, building a town, conserving wildlife, planning a holiday). This could lead into writing a report, a biography, a leaflet or instructions. [b]
- **Talking Tableau:** The class study a photograph or map of a place. They enter the space in turn, positioning themselves as someone in the photo/map, saying who they are, where they are and describe the physical and human features they can see, hear and feel. For example: 'I am a woman on the mountain peak. I am cold and it is getting hard to breathe because of the high altitude. I have walked hundreds of kilometres.' This could be filmed or recorded by labelling the image in books. [a b]
- **Thought Tracking:** Children get in role as a person exploring or living in the area being studied and create a freeze-frame, considering where they are and what they're doing. They then describe the physical and human features they can feel, see and hear. Repeat this in a different location for comparison. This could be filmed or recorded as a labelled drawing or diary entry. [a c]
- **Debate:** Children debate a geographical issue/change. For example, 'should houses be built on this land?' They consider the pros and cons and decide if they are for or against, then carry out a debate. They could set up opposing campaign groups with a name, logo and slogan. This could lead into making protest picks or writing a persuasive letter. [a d e]
- **Conscience Alley:** Children stand in two lines facing each other. The teacher in role (e.g. a county councillor or business owner) walks down the centre and children speak their thoughts or questions about a geographical issue/change as they pass by. This could lead into writing a persuasive speech or letter. [a d e]
- **Investigation:** Children are in role and enter a real or imagined geographical site (place images of physical or human features around a classroom or playground). Pupils investigate the site in role and draw conclusions. For example, they could be cartographers mapping an area, or biologists exploring an undiscovered island. They could draw and label their findings as maps, or this could lead into writing a brochure or information text. [a b h]

- Fundraising: Children learn about a charity that aims to address a geographical issue/change (for example, The Wildlife Trusts, Fairtrade, Water Aid, National Trust, World Wildlife Fund, Greenpeace, Rainforest Foundation). They could use sources of evidence to learn about the work they do and organise an event that raises awareness and funds. This could lead into statistics, posters, presentations, writing a speech for an assembly or writing a letter to parents. [b d e]
- Active Storytelling: The teacher tells a dramatized story of an expedition through the place they are studying, with students spontaneously miming actions and reactions in response. Use locational language to describe the physical/human features they can see in each direction. For example: 'The explorers row their canoes North along the Amazon River in the hot sun and drizzly rain. To the West, trees tower in the rainforest and to the East mountains touch the sky.' This could be recorded as a map, directional instructions, a narrative, diary entry or letter home. [a f h]
- Where Am I? A child picks a location on a map and describes where they are using locational and directional language, then their partner or class has to find their location on the map. For example, 'I am west of the hospital and north of the carpark.' Or they could ask a partner for some directions to help them get to their desired location. [f g]
- Mantle of the Expert: Children work in role as experts (e.g., environmentalists, cartographers, museum curators, architects) with work-related tasks to complete, often commissioned by an external client. This could help them conduct fieldwork for a purpose. They could present their findings as a map, poster, brochure, museum exhibit or artwork. [g h i j]

CROSS CURRICULAR LINKS

Power of Reading Teaching Sequences

For selecting texts linked to geography units in Literacy, here are the available categories on the CLPE website's 'Advanced Filters':

- Weather and Climate
- The Polar Regions
- Seasons
- Mountains, Valleys and Volcanoes
- Water
- Around the World
- Environmental Issues
- The Urban Environment
- Transport and Journeys
- Rivers, Seas and Oceans
- Forests and Rainforests

Maths Pre-teaching

Some of the geography skills require careful planning to ensure mathematical understanding has already been taught in maths lessons, before applying their understanding in Geography. For example: counting, statistics (pictograms, charts, tables graphs), measurements (distance, length, height, temperature...) and coordinates.

Vocabulary

You could explore new vocabulary as a class by discussing definitions, synonyms, and the use of it in different sentences and contexts. New vocabulary could be added to a working wall, word journal, word tree or class dictionary.

Guided Reading

Provide opportunities for pupils to explore fiction texts set in other countries and non-fiction texts about different environments and geographical issues.

Class Library

You could provide a box of books linked to the geography unit currently being studied. Making this easily accessible within the classroom, will hopefully prompt pupils to further their interest and knowledge in this subject.