

St. Gregory's Catholic Primary School

Geography Curriculum



Geography Curriculum – Progression of Knowledge, Skills and Vocabulary			
Progression in place and locational knowledge is built in throughout the St. Gregory's curriculum, detailed within our specific Units of Learning for each year group. Our progression in knowledge is paired with relevant vocabulary (emboldened), 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)
NURSERY CLASS 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 DfS 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 	<ul style="list-style-type: none"> Teacher use of DfS maps and aerial photos on the big screen. Search by postcode and/or place name locally. Label school and zoom out to view its place in the UK. Visit other relevant places e.g. London in map and aerial view. Print off 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 an Infant atlas to locate places Use NF books, stories, maps, pictures, photos 	<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 Investigate similarities and differences into local habitats; Gather data about specific habitats Join labels to correct features on plans, maps and photographs 	<ul style="list-style-type: none"> Children use DfS to search for their school or house and might add a simple label to their map or aerial photo with help. Maps can be saved within DfS or printed off for the children to add to later. Children use a pre-prepared map of the school grounds to follow a trail or search

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	<ul style="list-style-type: none"> 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 Have experience of aerial photographs and try to identify known places 	<ul style="list-style-type: none"> Try to make a simple scale drawing Experience simple scale drawings of the local area Experience simple plan views 	<ul style="list-style-type: none"> for an object. Teacher model zoom out/in to locate places further away: Pudding Lane (London), Jodrell Bank, USA and Isle of Coll.
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 	<ul style="list-style-type: none"> Draw a basic route on the map e.g. home to school. Add explanatory labels. Save personalised maps within Dfs (these can be opened later by any device.) Save and print maps for children to label manually. Introduce and compare historical and present-day maps of Lydiat, using a Venn diagram to make comparisons. Use printed maps to compare human and physical features of our local area. Use world map to locate Russia and Europe. Zoom out/in to locate places further away: Stone Henge, Maiden Castle, Old Sarum, (Stone and Iron Age links); Athens, including The Acropolis, Delphi, Epidaurus (Ancient Greece study); identify and label any capital cities of other countries studied in 'Around the World'.
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 	<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. 	<ul style="list-style-type: none"> Add photos to a map. Add 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: Mersey, Thames, Nile and Po Use printed off maps to use 4 figure coordinates to locate features.

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	<ul style="list-style-type: none"> Follow a route on larger scale maps use maps sites on internet (digimap/google/mario) Use satellite images and aerial photographs to extend learning within topic 		<ul style="list-style-type: none"> Use scale bars to calculate distances. Children use the DFS Userguide to work independently with a variety of tools. Use world time zones and major lines of latitude overlays.
YEAR 5	<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/mario) 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 	<ul style="list-style-type: none"> Zoom out and in to locate and identify ports, docks and shipping routes <i>in and out of Liverpool.</i> Use historical maps to demonstrate Liverpool changes over time, using measuring tools: <i>City size, construction, transport.</i> Use printed maps of various scales – understand larger and smaller scale maps. 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.
YEAR 6	<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 	<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 	<ul style="list-style-type: none"> Use a wider range of measuring and annotation tools: measuring and comparing coastal erosion in UK – <i>Formby, Happisburgh, Holderness.</i> 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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	<ul style="list-style-type: none">• Use maps sites on internet (digimap/google/mario)• Create maps using aerial photographs and satellite images.		
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