



St Edward's Humanities (Geography)



Progression: EYFS & KS1

Skills	EYFS	Year 1	Year 2
Geographical language	<ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and the natural world 	<ul style="list-style-type: none"> Geographical language to describe feature or location e.g hill/local/a road/coastline/woods. (LA) NC: Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<ul style="list-style-type: none"> Geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/woods/village/farmland (All) NC: Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
Enquiry (builds on questions from previous years)	<ul style="list-style-type: none"> Find out about their environment, and talk about those features they like and dislike 	<ul style="list-style-type: none"> Ask geographical questions e.g. what is it like to live in this place? (PC) NC: 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 	<ul style="list-style-type: none"> Ask geographical questions – Where is this place? What is it like? How has it changed? (All) NC: understanding 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
		<ul style="list-style-type: none"> Express own views about a place, people, environment. (All) NC: Understanding 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 	<ul style="list-style-type: none"> Express own views about a place, people, environment, location. (All) Give detailed reasons to support own likes, dislikes, preferences. (S & OU) NC: Understanding 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
		<ul style="list-style-type: none"> Recognise how places have become the way they are e.g. shops (LA & PC) NC: Identifying key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Recognise how places have become the way they are e.g. shops (patterns and processes) (OU) NC: Identifying key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
		<ul style="list-style-type: none"> Observe and record e.g. identify buildings on a street – memory maps. (LA) NC: Using 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 	<ul style="list-style-type: none"> Observe and record in different ways eg. sketches, diagrams, ICT (S) NC: 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

		<ul style="list-style-type: none"> Communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams NC: Using 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 Geography – key stages 1 and 2 3 	<ul style="list-style-type: none"> Communicate in different ways –pictures, writing, charts NC: Using 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 Geography – key stages 1 and 2 3
Theme		<ul style="list-style-type: none"> Locality. Fieldwork. NC: Using 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 	<ul style="list-style-type: none"> UK locality that contrasts with local location NC: Using 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
Fieldwork: where, why? Use fieldwork techniques		<ul style="list-style-type: none"> Use simple field sketches. (LA) Use a camera. (All) NC: Using 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 	<ul style="list-style-type: none"> Use simple field sketches and diagrams, use a camera (S & OU) NC: Using 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
Map work/ atlas work		<ul style="list-style-type: none"> Make simple maps and plans. (All) NC: Using 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 Explore maps of the local area. (LA) <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Compare two settlements (S & J) 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 Use globes, maps, plans at a range of scales. (All) <ul style="list-style-type: none"> NC: Using 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 NC: Using 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 NC: Using 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 content/index to locate country/draw information from a map. (All)
Project theme	Local environment. Holidays	People and their Communities (Autumn 2) = LA Our Local Area (Spring 2) = PC Animals and their Habitats (Summer 2) = KG	Seasons (Autumn 2) = S Journeys (Spring 2) = J Overview unit: Our Wonderful World (Summer 2) = OU

Skills	Year 3	Year 4
Geographical language	<ul style="list-style-type: none"> ▪ To describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE (All) ▪ NC: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 ▪ Link words to topic/theme e.g. coasts – longshore drift/ headland. (All) ▪ NC: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 	<ul style="list-style-type: none"> ▪ To describe route and direction linking N/S/E/W with degrees on the compass. (All) ▪ NC: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 ▪ Link words to topic e.g. river/meander/flood/plain/location/industry/transport. (All) ▪ NC: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
Enquiry (builds on questions from previous years)	<ul style="list-style-type: none"> ▪ Ask geographical questions: where is this location? What do you think about it? (All) ▪ NC:Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics 	<ul style="list-style-type: none"> ▪ Ask questions –what is this landscape like? what will it be like in the future? (R & OU) ▪ NC:Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics
	<ul style="list-style-type: none"> ▪ Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population. (All) ▪ NC:Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<ul style="list-style-type: none"> ▪ Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps. (All) ▪ NC:Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
	<ul style="list-style-type: none"> ▪ Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate. (B) ▪ NC: 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 ▪ Hold geographical issues through drama role play e.g. recycling (B & C) ▪ NC: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> ▪ Identify and explain different views of people including themselves ▪ NC: 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
	<ul style="list-style-type: none"> ▪ Collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps. (UK & C) ▪ NC: 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. 	<ul style="list-style-type: none"> ▪ Collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns. (All) ▪ NC: 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.
	<ul style="list-style-type: none"> ▪ Communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper. 	<ul style="list-style-type: none"> ▪ Communicate in ways appropriate to task and audience

	<ul style="list-style-type: none"> NC: 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. 	<ul style="list-style-type: none"> NC: 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.
Theme	<ul style="list-style-type: none"> Weather, environment, environmental change, sustainability. NC: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> e.g. water and the effects on the environment, settlement, environmental change, sustainability NC: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Fieldwork: where, why? Use fieldwork techniques	<ul style="list-style-type: none"> Use more detailed field sketches and diagrams. NC: 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. 	
Map work/ atlas work	<ul style="list-style-type: none"> Draw maps more accurately. Plan view. Use key accurately. Use contents/index to locate page quickly and accurately. NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> Draw accurate map –develop more complex key Use contents/index to locate position of location including page/coordinates NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Project theme	<p>The UK (Autumn 2) = UK Our World – Brazil (Spring 2) = B Coasts (Summer 2) = C</p>	<p>USA (Autumn 2) = US Rivers (Spring 2) = R Overview unit: Mountains, Earthquakes & Volcanoes (Summer 2) = OU</p>

Skills	Year 5	Year 6
Geographical language	<ul style="list-style-type: none"> ▪ To describe route and direction, location linking 8 points of compass to degrees on compass. (T) ▪ NC: 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 ▪ Link words to theme e.g. Alpine – mountain/snow/height. (All) ▪ NC: 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 	<ul style="list-style-type: none"> ▪ Describe route, direction, location. (All) ▪ 16 points on compass to degrees on compass. (All) ▪ Link words to theme e.g. settlement – urban/ rural/ land use/ sustainability. (All) ▪ NC: 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 ▪ NC: 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
Enquiry (builds on questions from previous years)	<ul style="list-style-type: none"> ▪ Ask questions: What is this landscape like? How has it changed? What made it change? How is it changing? (All) ▪ NC: 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 	<ul style="list-style-type: none"> ▪ Ask questions: What is this landscape like? How is it changing? What patterns can you see/ How has the pattern changed? (All) ▪ NC: 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 region within North or South America
	<ul style="list-style-type: none"> ▪ Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life. (All) ▪ NC: 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 	<ul style="list-style-type: none"> ▪ Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it. (All) ▪ NC: 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 ▪
	<ul style="list-style-type: none"> ▪ Identify and explain different views of people including themselves. (LE & T) ▪ Design and use questionnaires to obtain views of community on subject. (LE & T) ▪ NC: 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 	<ul style="list-style-type: none"> ▪ Identify and explain different views of people including themselves. (PE & OU) ▪ Give increased detail of views, justification – detailed reasons influencing views. (PE & WF) ▪ NC: 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

	<ul style="list-style-type: none"> Collect and record evidence. (LE & AR) Conduct a land use survey. (LE) NC: 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. Categorise codes. (LE) 	<ul style="list-style-type: none"> Collect and record evidence. (PE & OU) Record measurement of river width/ depth/ velocity. (SA) NC: 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. Categorise codes. (LE)
	<ul style="list-style-type: none"> Communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new. NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> Communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school. NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Theme	<ul style="list-style-type: none"> e.g. water and effects on the environment, settlement, environmental change, sustainability. NC: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> e.g. water and effects on the environment, settlement, environmental change, sustainability. NC: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Fieldwork: where, why? Use fieldwork techniques	<ul style="list-style-type: none"> Field sketches should show understanding of pattern/ movement/ change. NC: 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. 	<ul style="list-style-type: none"> Field sketches should show understanding of pattern/ movement/ change. NC: 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.
Map work/ atlas work	<ul style="list-style-type: none"> Draw in scale – accuracy of scale. (LE) Locate information/ place with speed and accuracy. Use key to make deductions about landscape/ industry/ features etc. NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> Locate information/ place with speed and accuracy. (OU) Use key to make deductions about landscape/ industry/ features etc. NC: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Project theme	Changes in our Local Environment (Autumn 2) = LE Alpine Region (Spring 2) = AR Journeys: Trade (Summer 2) = T	South America: The Amazon (Autumn 2) = SA Protecting the Environment (Spring 2) = PE Overview unit: Our World in the future (Summer 2) = OU

