

# Progression of Skills in Geography

## Saltersgate Infant School

### Curriculum Intent

At Saltersgate Infant School, we believe that geography is crucial to provoke and provide answers to questions about the natural and human aspects of our world, deepening our children's knowledge and understanding of the world around them, as well as their place in it. Our geographical curriculum is designed to ensure that pupils are equipped with the diverse knowledge of people and places, together with a deep understanding of the Earth's key physical and human processes. We seek to encourage inquisitive and questioning learners, who look closely at the world around them and interpret what they see. Our intent is to instil interest, curiosity, fascination and a desire to investigate the world and its people, starting with the place they call home, the country we call our own (including the British Values we hold), and the countries and continents that make up the planet we live on. To be well rounded citizens, we believe that children need to understand the differences between places (and their cultures) and be able to recognise how these change over time.

### Curriculum Implementation

Geography at Saltersgate Infant School is taught in blocks throughout the year, so that children can achieve depth in their learning. In order for children to know more and remember more from each unit of work, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and geographical understanding are built into lessons and classroom provision. This revision is part of good practice and ultimately helps build a depth to children's geographical understanding. Through revisiting and consolidating skills and knowledge, our lessons and resources help our children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson and is then reinforced in display materials and additional resources to ensure that children are provided with opportunities to repeat and revise this knowledge. Using research from Rosenshine's Principles of Instruction, we understand cognitive development, and use the structure of reviewing prior learning in readiness to build upon it during subsequent lessons. Provision both inside and outside each classroom helps our children review, retrieve and consolidate their learning through revisiting topics in their independent activities and play. The local area and educational visits are also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Throughout school we use Knowledge Organisers to focus on the core knowledge we would like our children to learn for each topic, summarising key facts and essential knowledge for each unit of work. Previous learning within an earlier unit of work is also included to demonstrate the next sequential skills and progression within each subject. Knowledge Organisers are used to support both parents and children alike to understand what we are teaching, what previous knowledge this builds upon, and the learning outcomes for the end of each unit of work.

<p>Statements from New 2020 EYFS Framework</p> <p><u>Understanding the World</u></p> <p>People, Culture and Communities</p>	<p><b>3 to 4 year olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>-Continue to develop positive attitudes about the differences between people.</li> <li>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>Children in Reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>-Draw information from a simple map.</li> <li>-Recognise some similarities and differences between life in this country and life in other countries.</li> <li>-Explore the natural world around them.</li> <li>-Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- 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.</li> </ul>
<p>KS1 Statement from National Curriculum Geography</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should 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.</p> <p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• name and locate the world’s seven continents and five oceans.</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>

## Locational knowledge

At Saltersgate Infants our children will:

<p>Talk about where they live. Talk about the differences they have experienced or seen in photos.</p>	<p>Name and locate local town and city. Know that there are different countries in the world.</p>	<p>Name and locate the four countries of the United Kingdom. Name and locate the capital cities of the four countries of the United Kingdom. Research what makes each of the four countries of the United Kingdom unique.</p>	<p>Name and locate the world's seven continents. Name and locate the world's five oceans. Name and locate the seas that surround the United Kingdom. Identify and describe historical events, situations and changes.</p>
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## Place knowledge

At Saltersgate Infants our children will:

<p>Describe places within their own personal experience, discussing plants, animals, natural and found objects that have been observed.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Recognise some environments that are different to the one in which they live. Recognise similarities and simple differences between life in this country and life in other countries.</p>	<p>Identify and describe where places are in the United Kingdom. Make comparisons between the features of different places.</p>	<p>Make comparisons between different features of places. Compare and contrast a different area of the United Kingdom to the locality. Recognize how places are linked to other areas of the world.</p>
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## Human and physical geography

At Saltersgate Infants our children will:

<p>Begin to explore human and physical features through play and discussion. Begin to recognise simple patterns in the natural world.</p>	<p>Use basic geographical vocabulary to refer to the features of school and it's immediate locality. Talk about patterns and change when discussing in the natural world.</p>	<p>Recognize human and physical features in the local area. Recognize how places have become the way they are and how they continue to change.</p>	<p>Recognize human and physical features of an area in a different part of the United Kingdom. Recognize how places in other parts of the United Kingdom have</p>
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		<p>Identify and describe what places are like.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>become the way they are and how they continue to change.</p> <p>Identify and describe what places are like.</p> <p>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.</p>
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### Geographical skills

At Saltersgate Infants our children will:

<p>Create a simple story map to aid retelling of a simple story.</p> <p>Begin to understand simple positional language.</p>	<p>Understand the purpose of maps and explore a variety of simple examples.</p> <p>Talk about maps depicting the local area and beyond.</p> <p>Draw information from a simple map (either real or imaginary).</p> <p>Begin to use language to talk about relative position.</p>	<p>Follow directions including N, E, W and S.</p> <p>Have experience of looking at maps both real and imaginary.</p> <p>Create your own set of symbols to use on an imaginary map.</p> <p>Use/draw a plan view.</p> <p>Use an atlas to locate a place.</p> <p>Use maps, N/F books, stories, pictures, photographs and the internet as sources of information when researching.</p> <p>Follow a simple route on a map using directional language such as left, right, near, far.</p> <p>Look at aerial photographs to identify known places.</p>	<p>Create a route on a map using N, E, W and S.</p> <p>Add detail to a sketch map from an aerial photo.</p> <p>Use atlases and globes to locate places.</p> <p>Use large scale maps to identify places.</p> <p>Use maps, N/F books, stories, pictures, photographs and the internet as sources of information when researching.</p> <p>Understand how to use a map key.</p> <p>Look at aerial photographs to identify known places.</p>
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### Fieldwork

At Saltersgate Infants our children will:

<p>Discuss where the school is located and where the children live, using images to support understanding.</p>	<p>Investigate immediate surroundings such as where the school is located and where the children live using a variety of sources.</p>	<p>Investigate immediate surroundings such as the location of the school and the local area. Express your own views about places and the local area. Draw simple features that are observed in the local area (e.g. woodland, parks, river). Record digital images of what you have seen and label features on the photograph. Experience simple scale drawings of the local area.</p>	<p>Begin to collect and record evidence with support. Use simple fieldwork and observational skills to study the school and local grounds. Investigate similarities and difference between places in the United Kingdom. Gather data about specific places. Label specific features on plans, maps and photographs. Make a simple scale drawing.</p>
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**Key vocabulary**

<p>Up, down, same, different, school, shop, farm, zoo, train track, garden, house, field, sunny, rainy, cloudy, foggy, snowy, icy, map</p>	<p>Scawsby, Doncaster, Cusworth, Street, road, house, bungalow, school, church, traffic lights, left, right, forwards, backwards, above, under, map, Google Earth, journey, season, spring, summer, autumn, winter, weather, in front, behind, left, right, next to,</p>	<p>Country, island, UK, Great Britain, London, river Thames, aerial view, floor plan, atlas, globe, key, symbol, distance, grounds, human, physical, route, country, capital city, forest, hill, mountain, human features, physical features, river, skyscrapers, beach, city, town, village, cliff, coast, country, farm, factory, harbour, holiday, port, sea, season, compass, North, South, East, West, passport</p>	<p>continent, Europe, ocean, sea, river, lake, stream, estuary, source, climate, environment, equator, glacier, rural, desert, urban, headland, government, hotel, humid, landscape, rainfall, temperature, settlement, tourist, resort, vegetation, industry, compass point, grid reference, habitat</p>
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**Curriculum Impact**

The impact and measure of our geography curriculum is that our children leave Saltersgate Infant School with a well-developed curiosity about geographical locations in Britain and across the world, the skills needed to ask probing and reflective geographical questions, and to seek appropriate answers to them, and a strong motivation to continue this journey of discovery. Assessment research from Dylan Wiliam, demonstrates that short cycles of formative assessment have the biggest impact on student learning, encouraging retrieval and retention of knowledge, skills and understanding. Key questioning skills are built into lessons to assess attainment and identify any gaps in learning. Impact is also measured through our learning environments, encouraging geographical technical vocabulary and helping to 'create

intelligence' continually across school. The impact of our subject progression can be seen via our 'know it' geographical facts, documented within each unit of work and in our Knowledge Organisers.