

# **Geography**

## **Progression of Skills**



## **Key Vocabulary – Physical**

### **Place Knowledge**

Continent - one of earth's large land masses

Country - a political unit or state on a national scale

Equator - the imaginary line around the earth's surface

Europe - continent containing 46 countries

Non European - a place not in the continent of Europe

Ocean - a very large stretch of sea

UK - country comprising of 4 nations

Beach—an area of sand or shingle sloping down to sea

Cliff - a steep rock face along the coast

Coast - where land meets the sea

Island—a piece of land completely surrounded by water

Sea - usually smaller than an ocean and typically enclosed by land

Hill—a natural elevation of the earth's surface, less high or craggy than a mountain

Mountain - a natural upward projection of the earth's surface higher and steeper and a hill

River - water flowing in a channel to the sea, lake or another river

Valley - a long depression in the land surface usually contains water

Deciduous - trees that leaves fall off or shed annually

Evergreen - a tree/plant that keeps leaves all year

Food chains - a series of organisms dependent on the next as a food source

Forest - a large wooded area having thick growth of trees and plants

Habitat - The natural home or environment of an animal or plant

Soil - the top layer of the land surface

Vegetation - plants considered collectively

Climate- the average weather conditions over a long period of time

Cloud - a white or grey mass in the sky that is made up of many very small water droplets

Ice—frozen water

Rain - water droplets from the clouds

Precipitation - moisture that falls from the clouds

Season - patterns that can be identified at certain times of the year

Snow—small frozen, water droplets that fall from the clouds

Sunshine - warmth and light given by the sun's rays

Temperature - the degree of hotness or coldness in a substance, in this case air

Weather - the short term variations of atmospheric state

Wind - the movement of air

## **Key Vocabulary – Human**

Agriculture– land used for producing crops and feeding: breeding and raising livestock

Arable farm– land used for growing crops

Business - buying and selling goods

City - a place in Britain that has received the title from the crown

Dairy farm - land used for rearing cows to produce milk

Detached house - a house that stands alone

Development - to grow and change usually for the better

Export - send goods to another country for sale

Factory - a building or group of buildings containing a plant assembly for the manufacture of goods

Farm - an area of land used to grow crops or animals

Flats - a large building divided into separate living areas

Hamlet - a small settlement smaller than a village and strictly without a church

Harbour - a place on the coast where boats may moor to shelter

High Street - main street of a town containing shops, banks and other important businesses

House - a building for humans to live in

Import - bring goods into a country from abroad to sell

Industry - process raw materials and make them into goods

Local - the area close by

Office - a room or building being used for business

Port - a large harbour or place along the coast where ships are loaded and unloaded

Rural - a countryside area

Semi detached - a house joined to another by a shared wall

Shop - a place where goods and services are sold

Terraced - a row of houses joined together

Town - a built up area that is larger than a village and smaller than a city

Urban - a built up area such as a town or a city

Village - a small group of houses in a county area, usually larger than a hamlet

Distribution - arrangement or location of something

Global - relating to the whole world

Interaction - a mutual or reciprocal approach

Landmark - a prominent or well known object or feature of a human or physical landscape

	<p><b><u>CHIS Skills Progression 2021/22</u></b></p> <p><b>Subject area:</b> Geography</p> <p><b>Curriculum leader:</b> Sallie Smith</p>
	<p><b>EYFS</b></p>
<p><b>Key Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Know about where they live or the natural world</li> <li>• Know about similarities and differences between communities</li> <li>• Know about features of their own and immediate environment and how environments might vary from one another</li> <li>• Know how to care and concern for living things and the environment</li> <li>• Know that the environment and living things are influenced by human activity</li> <li>• Know some actions which people in their community do that help to maintain the area they live in</li> </ul>
<p><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Describe</li> <li>• Explain</li> <li>• Observation skills</li> <li>• Comparisons</li> <li>• Investigate how to use simple geographical tools</li> <li>• Ask questions and show curiosity in the world</li> <li>• Communicate their ideas</li> <li>• Express views and opinions</li> <li>• Begin to link ideas</li> <li>• Evaluate</li> </ul>

<p><b>CHIS Skills Progression 2019/20</b></p> <p><b>Subject area: Geography</b></p> <p><b>Curriculum leader: Sallie Smith</b></p>		
	<b>Year 1</b>	<b>Year 2</b>
<b>Locational and Place knowledge</b>	<p>Use maps and a globe to locate the UK. Identify land and ocean and understand that both a map and a globe show the same thing..</p> <p>Be able to identify the <b>4 countries of the UK</b> and label the capital cities.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p> <p>Study pictures/videos of a locality and ask <b>geographical questions</b> e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>Express own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different.</p>	<p>Use maps and globes to locate or identify the continents and oceans .</p> <p>Locate the oceans and continents on a map. Locate Parry Sands Canada</p> <p>Similarities and differences of UK and non European country</p> <p>Study pictures/videos of two differing localities, one in the UK and one in a contrasting European country, and ask <b>geographical questions</b> e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p> <p>Study pictures of the localities in the past and in the present and ask 'How has it changed?'</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment. Give <b>detailed reasons</b> to support own likes, dislikes and preferences.</p>
<b>Human and Physical Geography</b>	<p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.</p> <p>Be able to verbalise and write about similarities and differences between the features of the two localities.</p>	<p>Use both maps and globes, identify the coldest places in the world - The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are?</p> <p>Children to identify the equator and locate the places on the Equator which are the hottest.</p>

	<p><b>Ask questions</b> about the weather and seasons.</p> <p><b>Observe and record</b> e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p><b>Express opinions</b> about the seasons and <b>relate the changes</b> to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p>	<p><b>Use basic geographical vocab to refer to key physical features, including:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>Use basic geographical vocab to refer to key human features, including:</b> city, town, village, factory, farm, house, office, port, harbour and shop.</p>
<p><b>Fieldwork</b></p>	<p><b>Observe and record information</b> about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.</p> <p>Children to <b>take photos</b> of interesting things in the local area and <b>explain</b> what the photos show.</p> <p>On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to <b>create memory maps</b> to show the journey.</p> <p><b>Study aerial photographs</b> of the school and label it with key features e.g. school, church, park, shops.</p> <p>Look at a simple map of the local area and <b>identify</b> the things they know and have seen.</p> <p><b>Make a picture map with a key.</b></p> <p><b>Create an aerial map of the school/local area as a class by using different sized blocks.</b></p>	<p><b>Study maps and aerial photographs</b> and <b>apply simple compass directions</b> (North, South, East and West) and <b>apply locational and directional language</b> to <b>describe</b> the location of features and routes on a map.</p> <p><b>Draw a variety of maps and construct basic symbols in a key.</b></p> <p><b>Observe and record the features</b> around the school e.g. the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic on the Rosehill roundabout compared to the school road.</p> <p><b>Children to make suggestions for the cause of the differences.</b></p> <p><b>Communicate findings in different ways</b> e.g. reports, graphs, sketches, diagrams, pictures.</p> <p>Children <b>make sketches/notes</b> of their trip to school/trip to the river and then <b>create a map to direct others</b> which uses a key and includes the main physical and human features.</p>