

Peel Hall Primary School Geography Knowledge and Skills Progression Map

**“Geography underpins a lifelong conversation
about the earth as the home of humankind.”**

Geography Association

Intent:

Through our Geography curriculum at Peel Hall Primary School we aim to develop the curiosity and fascination in our pupils about the world and its people. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes to enable them to draw conclusions and make comparisons in their learning.

As pupils progress through the school, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Implementation:

There is geography all around us and around our school. To enable our children to meet the intentions of the Geography Curriculum, it is delivered through termly topics where we will seek where possible to experience the live geography offered by a locality – School grounds and immediate surrounding area/community, River Irwell, Bridgewater Canal, Manchester Ship Canal, The Lowry (formally Manchester docks), the railway, coal fields, Little Hulton as an overspill area of Salford etc. It is essential that our pupils get the opportunity to regularly compare and contrast our local geography to that of varied landscapes and human processes within the UK and around the World (such as London, Andalucía, Africa and South America). Lessons will encourage the children to use their geographical skills (e.g. map reading; researching; interpreting and communicating information) and build on these year on year. Our bespoke curriculum will facilitate the teaching of:

- **Key Vocabulary** - The promotion of a language rich geography curriculum is essential to the successful acquisition of knowledge and understanding in geography;
- **Independent learning**- Children are encouraged to enquire about their topic of interest and develop their independence when locating places, describing places and exploring the outdoors. Children will access resources to acquire learning through atlases, text books, maps, digital technology and photographs. Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning;
- **Enhancement** – In order to enhance the curriculum for geography children will access the local area; by making connections through all the different curriculum areas and have access to a local maps to navigate and apply their geographical skills when accessing the local area;
- **Cross Curricular Links** will be made with a range of subjects such as Animals and their Habitats in science and The Mayans in history;
- **Educational Visits** will be planned to enhance their cultural capital;

- **Outdoor Learning** opportunities with the curriculum for outdoor learning. This may be using the school grounds, local area or wider community to apply and explore their subject specific task.
- **Forest School Link** - All children will access Forest School learning from a trained staff in school.

Impact

At Peel Hall, success is measured against a progression of geographical skills and knowledge taught across the geography curriculum. Work completed in mathematics can be transferred when reading or producing maps and graphs and there are endless opportunities for children to write but for a particular purpose and using a broadened vocabulary. How geography is assessed is continuous throughout the planning, teaching and learning cycle. Teachers fill in a simple RAG rated tick sheet when pupils have shown an understanding of the key knowledge of a specific geography unit. At Peel Hall, books, teacher planning, learning walks and pupil voice feed into our understanding of whether the teaching of geography is having the desired impact and improving children's learning and understanding of geography that allows pupils to draw conclusions and make comparisons about physical and human geography of the world we live in.

Year group	Location Knowledge	Place Knowledge	Human and Physical geography knowledge	Geographical skills and fieldwork
<p>Year 1</p>	<p>Pupils to:</p> <p>Know they live in – Salford, Greater Manchester, Little Hulton, North West, and England.</p> <p>Name 4 countries and their corresponding capital cities.</p> <p>Name capital cities in the U.K. such as London, Edinburgh, Belfast & Cardiff.</p>	<p>Pupils to:</p> <p>Name, describe and compare places they know? (Can they name key features associated with a town or village, e.g. ‘church’, ‘farm’, ‘shop’, ‘house’?)</p> <p>Recognise different types of buildings in Little Hulton (local knowledge) and understand their purpose, compare and discuss their similarities and differences e.g. what is the difference between a supermarket and a shop?</p> <p>Be able compare and contrast similarities and differences e.g. different types of houses such as flat and detached house.</p>	<p>Pupils to:</p> <p>Be able to explain different types of buildings and their purpose for example what is the difference between a supermarket and a shop?</p> <p>Be able compare and contrast similarities and differences e.g. different types of houses such as flat and detached house.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles. Can they explain the main features of a hot and cold place? Can they tell something about the people who live in hot and cold places? Can they explain what they might wear if they lived in a very hot or a very cold place?</p> <p>Be able to label North Pole, South Pole and equator on a world map.</p> <p>Identify seasonal and weather patterns in the U.K.</p>	<p>Pupils to:</p> <p>Ask simple geographical questions i.e. about books /atlases?</p> <p>Use simple observational skills to study the geography of the school and its grounds?</p> <p>Make simple maps and plans? e.g. mud-mapping.</p> <p>Use simple maps of the local area?</p>

Year group	Location Knowledge	Place Knowledge	Human and Physical geography knowledge	Geographical skills and fieldwork
Year 2	<p>Pupils be able to:</p> <p>Identifying where the U.K. is on a Globe and compare its size to other countries and continents;</p> <p>Identify and locate the seven continents and five oceans: Asia (largest), Africa, North America, South America, Antarctica, Europe, Australasia. Atlantic, Pacific (largest), Southern, Indian, Arctic;</p> <p>Label the continents and oceans on world maps - know the vocabulary associated with continents and oceans</p>	<p>Pupils be able to:</p> <p>Explore and research village life in rural Africa and city life in South Africa (Cape Town and rural village);</p> <p>Compare life in Kenya and life in Little Hulton such as school life, houses, environment, wildlife, food and water;</p> <p>Understanding the similarities and differences between our school and African schools. To understand the difference between village schools and city schools;</p> <p>To address misconceptions that Africa is a poor country. Africa has poorer and richer areas just like the U.K.</p>	<p>Pupils be able to:</p> <p>To identify physical features of a beach such as the coast, sand, sand dunes, cliffs and rock pools and understand how the sea/tides create and change features. Understanding why the features are there.</p> <p>To identify human features of the beach such as harbors for boats, piers, entertainment. Lighthouses, boats. Why have these features been created?</p> <p>How humans have affected beaches - pollution, waste using before and after images, making comparisons and looking at the dangers humans cause to sea life.</p> <p>Understand ways to make beaches more environmentally friendly - such as reduce littering and recycling.</p>	<p>Pupils be able to:</p> <p>identify, name compass directions and to use them on a map (Ariel view of Little Hulton) e.g. mapping a journey of the locality walk around Little Hulton using north, south, east or west.</p> <p>use directional language to navigate and to understand and follow directional language.</p> <p>recognise familiar symbols on a map such as the church.</p>

Year Group	Location Knowledge	Place Knowledge	Human and Physical geography knowledge	Geographical skills and fieldwork
<p>Year 3</p>	<p>Pupils be able to:</p> <p>Know where U.K. and Spain are in relation to other European countries, including Russia.</p> <p>Identify where London and Andalucía are on a map- focusing on Seville</p>	<p>Pupils be able to:</p> <p>Compare the temperature of both countries looking at each month of the year- put on a bar chart ;</p> <p>How people travel around - trams, underground, buses, tubes, airport etc.</p> <p>Greater London- famous places- Big Ben, London Eye, Tower of London, St. Paul's Cathedral (links to yr. 2) Hamleys, Buckingham Palace, O2 Arena etc</p> <p>Seville- Catedral de Sevilla, Plaza de Espana & Torre Giralda</p>	<p>Pupils be able to:</p> <p>Difference between an active, extinct and dormant volcano</p> <p>What is inside a volcano- magma chamber, vent, crater, secondary vent, eruption cloud</p> <p>research different volcanoes – Etna, Vesuvius, St Helena, Krakatoa, Mount Fuji; order events/ the stages of an erupting volcanos;</p> <p>describe what causes an earthquake- looking at tectonic plates and their location; explain what causes a tornado? explain what causes a Tsunami?</p>	<p>Pupils be able to:</p> <p>Identify where the U.K. and Spain are in relation to other European countries, including Russia;</p> <p>Identify where London and Andalucía are on a map- focus on Seville.</p>

Year Group	Location Knowledge	Place Knowledge	Human and Physical geography knowledge	Geographical skills and fieldwork
<p>Year 4</p>	<p>Pupils be able to:</p> <p>identify where the tropics of Cancer and Capricorn are; where the equator is;</p> <p>biomes – how they link to different tropics (why are there different time zones?)</p> <p>atlas work/research - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian.</p> <p>know why do different places have different time zones? Link to day and night.</p> <p>Identify positions on a map</p>		<p>Pupils be able to:</p> <p>Explain the Impact of climate change on the hemispheres; identifying what has led to climate change?</p> <p>Explain how the climate differs in the tropics/equator;</p> <p>Explain the water cycle - how climates are subject to the water cycle and how this is affected by their location</p> <p>Describe the vegetation related to the climates in the tropics/ equator; how vegetation has adapted due to climates;</p> <p>Biomes – how they link to different tropics (why are there different time zones?)</p> <p>Explain what fair-trade is;</p> <p>Name some fair-trade products- bananas, coffee, tea, chocolate and how they are grown; know where fair-trade products are grown- equatorial countries and why- climate is important; know what is meant by a co-operative;</p>	<p>Pupils be able to:</p> <p>Use an Atlas to identify countries in different time zones – Portugal, India, USA, and South America etc.</p> <p>Atlas work/research - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian.</p> <p>Why do different places have different time zones? Link to day and night. Identify positions on a map</p>

Year Group	Location Knowledge	Place Knowledge	Human and Physical geography knowledge	Geographical skills and fieldwork
<p>Year 5</p>	<p>Pupils be able to:</p> <p>Locate key rivers and mountains on a map of the U.K.</p>	<p>Pupils be able to:</p> <p>Talk about Little Hulton/Salford/ human and physical characteristics/ land use patterns changing over time. River Irwell & Manchester Ship Canal /changing over time</p> <p>Human and Physical Geography Distribution of natural resources/ minerals (coal)/ trade links.</p>	<p>Pupils be able to:</p> <p>Explain how a river is formed as well as the key associated vocabulary such as source, mouth and tributary. Can they explain how rivers erode, transport and deposit materials? Can they explain about changes to the World Environment?</p> <p>Can they understand how humans affect the environment? Can they understand why people seek to manage and sustain their environment?</p> <p>Can they understand geographical similarities and differences through study of human and physical geography of UK and Europe?</p> <p>Identifying why the Amazon river is so important to local inhabitants and wildlife.</p> <p>What types of transport exist and what the good and bad points of such transport is.</p> <p>Understand the concept of tourism and why people visit the city. Understanding why certain places are visited.</p> <p>Identifying the 4 strata's of a rainforest and discussing how they are so different and what impact this might have on plants and animals.</p> <p>Identifying the different animals you find in the rainforest, specific to the 4 layers and reasons why they live in certain layers.</p> <p>Understanding why tribes live in the rainforest, daily life.</p>	<p>Pupils be able to:</p> <p>Locate Little Hulton, Manchester, Salford and Greater Manchester on a map of the British Isles. Locate the countries and capital cities as well as key rivers and mountains.</p> <p>Identifying key human and physical features on the Manchester map (including the key features of the Manchester trip).</p> <p>What is the locality and the organization and features of an Ordnance Survey Map? Know some of the key symbols. 4 and 6 figure grid references.</p> <p>Locating and labelling rainforest on a map, including the Tropic of Cancer, Tropic of Capricorn and Equator (considering climate zone) and considering the location of the Equator in relation to the rainforests.</p>

Year Group	Location Knowledge	Place Knowledge	Human and Physical geography knowledge	Geographical skills and fieldwork
<p>Year 6</p>	<p>Pupils be able to:</p> <p>Locate the continent of South America on a world map.</p> <p>Name and identify the countries of South America in which the Andes are located.</p>	<p>Pupils be able to:</p> <p>Describe the climate of the Andes and compare to U.K.</p> <p>Know that the Andes run the length of South America.</p> <p>Identify some of the ways in which the Andes are used (farming, mining, settlements)</p> <p>Describe some aspects of the human geography of South America. (transport, trade, settlements) How does the land compare to the U.K.?</p> <p>Explain what world trade is.</p> <p>Name some of the biggest exports of South America (coffee, cacao etc) and compare to U.K.</p> <p>Identify some of the main industries in various South American countries and compare to U.K. (farming, mining etc)</p>		<p>Pupils be able to:</p> <p>Locate the continent of South America on a world map?</p> <p>Locate continents/countries/cities of the world in relation to each other using the 8 point compass and 6 fig. grid references to build knowledge of U.K. and the wider world? (Can they confidently explain scale and use maps with a range of scales?) Can they understand and use a widening range of geographical terms?</p> <p>Can they locate the World's countries using maps concentrating on environmental regions, countries, major cities? Countries to be studied: U.K., France, Spain, China, Brazil, South Africa, Australia, U.S.A.</p>