

# Geography and History



## Progression of Key Skills

2021-2022

# Overview of Geography and History

## Intent:

- To use Geography and History teaching to develop a knowledge of the amazing world and society in which we live.
- Pupils to develop their understanding of British Values and world heritage.
- Pupils to develop a respect for our beautiful planet and its resources.

Geography and History are Foundation subjects of the National Curriculum for KS1 and KS2, and are taught particularly under the banner of 'Understanding the World' across the EYFS. Geography helps children to understand the world more, by comparing a variety of different locations; investigating different geological biomes and processes, and asking and answering questions about how the world works. History gives children an understanding of chronology; helps them to find differences and similarities between different periods, provides children with opportunities to write and talk about the past; and provides opportunities to critically examine a range of different sources of information.

# Overview of Geography and History

## Implementing Geography and History

Geography and history may be taught as discrete subjects or through a specific, topic-based theme. Skills are developed through high quality teaching and learning opportunities, which build on the prior learning, interests and experiences of our children.

Cross curricular learning opportunities are explored and used whenever possible.

Key vocabulary is shared and explored to ensure pupils become fluent in demonstrating their learning.

Pupils will work independently, in pairs and in groups to ensure effective learning discussions take place and that modelling of knowledge, understanding and skills is ensured too.

Geography and History learning is assessed continually throughout lessons to ensure staff can plan appropriately for future lessons and that all pupils can be supported and challenged to enable them to make at least expected progress. At the end of each unit, assessments are completed in line with 2021-2022 expectations.

# Overview of Geography and History

## Values and Impact

**British Values are promoted** – pupils learn that they have the freedom to have an opinion and learn about democracy and how this has led to the rights and values we hold in modern days. They will also explore how geography provides them with the opportunity to express preferences, whilst also developing tolerance and respect for the diverse world we live in.

**Spiritual development** – pupils can discuss how and why events happened in the past, helping pupils to a realisation that events did not have to happen that way each time.

**Moral development** – pupils will be encouraged to comment on moral questions and dilemmas. History is a story of right and wrong and pupils will develop the ability to empathise with the decisions which ordinary people made at the time.

**Social development** – pupils will be provided with a deep understanding of different cultures and beliefs as they explore different countries and societies. A growing sense of respect and understanding will be developed.

**Cultural development** – pupils will explore differences and commonalities. Pupils will also reflect on their own personal reality of sense of space.

# Geography: Progression of Key Skills

	Year 1	Year 2	Year 3	Year 4	Year 5
	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		Use fieldwork to observe, measure, record and present the human and physical features in the local area		
Fieldwork	<p>Begin to gather information using basic observational skills.</p> <p><b>Carry out</b> a small survey of the local area/school.</p> <p><b>Draw</b> simple features.</p> <p><b>Ask and respond</b> to basic geographical questions</p> <p><b>Ask</b> a familiar person prepared questions</p> <p><b>Use</b> a pro-forma to collect data e.g. tally survey</p> <p><b>Sketching</b> Create plans and draw simple features in their familiar environment .</p> <p><b>Add labels</b> onto a sketch map, map or photograph of features.</p> <p><b>Recognise</b> a photo or a video as a record of what has been seen or heard</p> <p>Use a camera in the field to help to record what is seen.</p>	<p><b>Gather</b> information using basic observational skills.</p> <p><b>Carry out</b> a small survey of the local area/school.</p> <p><b>Draw</b> simple features</p> <p><b>Ask and respond</b> to basic geographical questions</p> <p><b>Ask</b> a familiar person prepared questions</p> <p><b>Use</b> a pro-forma to collect data e.g. tally survey</p> <p><b>Sketching</b> Create plans and draw simple features in their familiar environment .</p> <p><b>Add labels</b> onto a sketch map, map or photograph of features.</p> <p><b>Recognise</b> a photo or a video as a record of what has been seen or heard</p> <p>Use a camera in the field to help to record what is seen.</p>	<p><b>Gather</b> information</p> <p><b>Ask</b> geographical questions</p> <p><b>Use a simple record</b> to present findings from fieldwork.</p> <p>Record findings from fieldtrips.</p> <p><b>Use appropriate</b> terminology</p> <p><b>Sketching</b> Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><b>Select views</b> to photograph</p> <p>Add titles and labels giving date and location information</p> <p><b>Consider</b> how photos provide useful evidence.</p> <p>Locate position of a photo on a map</p>	<p><b>Gather</b> information</p> <p>Ask geographical questions</p> <p><b>Use a simple record</b> to present findings from fieldwork.</p> <p>Record findings from fieldtrips.</p> <p><b>Use appropriate</b> terminology</p> <p><b>Sketching</b> Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><b>Select views</b> to photograph</p> <p>Add titles and labels giving date and location information</p> <p><b>Consider</b> how photos provide useful evidence.</p> <p>Locate position of a photo on a map</p>	<p><b>Gather</b> information</p> <p><b>Select appropriate</b> methods for data collection such as interviews, observations, investigations.</p> <p>Use a database to interrogate/amend information collected.</p> <p>Use <b>graphs to display data collected</b></p> <p><b>Evaluate</b> the quality of evidence collected and suggest improvements</p> <p><b>Sketching</b> Evaluate their sketch against set criteria and improve it</p> <p><b>Use sketches</b> as evidence in an investigation.</p> <p><b>Annotate sketches</b> to describe and explain geographical processes and patterns</p> <p><b>Make a judgement</b> about the best angle or viewpoint when taking an image or completing a sketch</p> <p><b>Use photographic</b> evidence in their investigations</p> <p>Evaluate the usefulness of the images</p>

# Geography: Progression of skills

	Year 1	Year 2	Year 3	Year 4	Year 5
Location knowledge	<p>Name and locate the world's <b>seven continents</b> and <b>five oceans</b></p> <p><b>Name</b>, locate and identify <b>characteristics</b> of the <b>four countries</b> and <b>capital cities</b> of the <b>United Kingdom</b> and its <b>surrounding seas</b>.</p>	<p>Name and locate the world's <b>seven continents</b> and <b>five oceans</b></p> <p><b>Name</b>, locate and identify <b>characteristics</b> of the <b>four countries</b> and <b>capital cities</b> of the <b>United Kingdom</b> and its <b>surrounding seas</b>.</p>	<p><b>Locate the world's countries</b>, 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</p> <p><b>Name and locate</b> 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.</p>	<p><b>Locate the world's countries</b>, 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</p> <p><b>Name and locate counties and cities of the United Kingdom</b>, 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.</p>	<p><b>Continue</b> to locate the World's Countries using maps focusing on key physical and human characteristics.</p> <p><b>Continue to name and locate</b> counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. (see Y4)</p> <p><b>Identify</b> 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 and time zones (including day and night)</p>

# Geography: Progression of skills

## Map Skills

	Year 1	Year 2	Year 3	Year 4	Year 5
	<p>Use picture maps and globes.</p> <p>Use a simple picture map to move around the school</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>Map knowledge</p> <p>Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p>Making maps</p> <p>Draw picture maps of imaginary places and from stories.</p> <p>Use own symbols on imaginary map.</p> <p>Draw around objects to make a plan.</p>	<p>Using maps, globes and infant atlas.</p> <p>Look at a large scale OS map.</p> <p>Use a simple picture map to move around the school</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>Map knowledge</p> <p>Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK, its surrounding seas and major features like river Severn, home location etc.</p> <p>Follow a route on a map.</p> <p>Making maps</p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features – begin to use a simple key.</p> <p>Look down on objects to make a plan view map.</p> <p>Use photographs and maps to identify key features. feature</p>	<p>Using maps, larger scale maps, junior atlases and begin to identify features on aerial/oblique photographs</p> <p>Follow a route on a map with some accuracy</p> <p>Locate places using a range of maps including OS &amp; digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p>Begin to use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p>Map knowledge</p> <p>Locate the UK on a variety of different scale maps</p> <p>Name &amp; locate the counties and cities of the UK</p> <p>Making maps</p> <p>Try to make a map of a short route experiences, with features in current order</p> <p>Try to make a simple scale drawing</p> <p>Use standard symbols, and understand the importance of a key.</p> <p>Begin to draw a sketch map from a high point of view.</p>	<p>Using maps, larger scale maps, junior atlases and identify features on aerial/oblique photographs.</p> <p>Follow a route on a large scale map</p> <p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map.</p> <p>Map knowledge</p> <p>Locate Europe on a large scale map or globe,</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities</p> <p>Making maps</p> <p>Recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p>Draw a sketch map from a high viewpoint</p>	<p>Using maps</p> <p>Compare maps with aerial photographs</p> <p>Select a map for a specific purpose</p> <p>Begin to use atlases to find out other information (e.g. temperature)</p> <p>Find and recognise places on maps of different scales</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p> <p>Map knowledge</p> <p>Locate the world's countries, focus on North &amp; South America</p> <p>Identify the position and significance of lines of longitude &amp; latitude</p> <p>Making maps</p> <p>Draw a variety of thematic maps based on their own data</p> <p>Draw a sketch map using symbols and a key,</p> <p>Use and recognise OS map symbols.</p>

# Geography: Progression of skills

	Year 1	Year 2	Year 3	Year 4	Year 5
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country (Australia and Brazil)	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country (Australia and Brazil)	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 – ITALY.	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 – ITALY.	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

# Geography: Progression of skills

	Year 1	Year 2	Year 3	Year 4	Year 5
Human and Physical Geography	<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> <p>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 key human features, include city, town, village, factory, farm, house, office, port, harbour, shop</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> <p>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 key human features, include city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Describe and understand key aspects of:</p> <p><b>physical geography</b>, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of:</p> <p><b>physical geography</b>, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of:</p> <p><b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

# History: Progression of Key Skills

	Year 1	Year 2	Year 3	Year 4	Year 5
Chronological Understanding	<p>Order events in their lives.</p> <p>Sequence 3 or 4 artefacts from different periods in time.</p> <p>Match objects to people of different ages</p> <p>Uses words and phrases: old, new, young, days, months, long time ago</p>	<p>Recount changes in their own life over a period of time.</p> <p>Place 5 people, events or objects in order using a given scale.</p> <p>Understand and use the words past and present when telling others about an event.</p> <p>Use words and phrases: recently, before, after, now, later, before I was born, when I was younger</p>	<p>Put the time studied on a timeline and begin to recognise the term BC and AD.</p> <p>Use dates and terms related to the study unit and the passing of time such as century, decade and ancient.</p> <p>Sequence several events or artefacts.</p> <p>Begin to use words and phrases BC and AD, chronology, period past, present</p>	<p>Position events from period studied on a time line.</p> <p>Use Terms related to the period and begin to date events.</p> <p>Understand terms BC and AD.</p>	<p>Know and sequence key events of a time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past.</p> <p>Describe the main changes in a period in History.</p> <p>Begin to use words and phrases such as: Decade, century, chronology, period past, present</p>

# History: Progression of Key Skills

	Year 1	Year 2	Year 3	Year 4	Year 5
Range and depth of historical knowledge	<p>Recognise the difference between past and present in their own and others lives.</p> <p>Know and recount episodes from stories about the past.</p> <p>Use a range of sources to find out characteristic features of the past</p>	<p>Be familiar with why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times – then and now.</p> <p>Recount the main events from a significant event in history</p>	<p><b>Use evidence</b> to find out about every day lives of people in time studied and compare with our life today.</p> <p><b>Recognise</b> reasons for and results of people's actions.</p> <p><b>Understand</b> why people may have wanted to do something.</p>	<p><b>Use evidence</b> to reconstruct life in time studied.</p> <p><b>Identify</b> key features and events of time studied</p> <p><b>Look</b> for links and effects in time studied</p> <p><b>Offer</b> a reasonable explanation for some events.</p> <p><b>Describe</b> how some of the things I have studied from the past affect/influence life today.</p>	<p><b>Examine</b> causes and results of great events and the impact on people</p> <p><b>Study</b> different aspects of different people – differences between men and women.</p> <p><b>Compare</b> life in early and late 'times' studied</p> <p><b>Compare</b> an aspect of life with the same aspect in another period.</p>

# History: Progression of Key Skills

	Year 1	Year 2	Year 3	Year 4	Year 5
Historical interpretation	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Look at two versions of a past event and make comparisons.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/accounts/stories.</p>	<p><b>Identify</b> different ways in which the past is represented and give reasons for this.</p> <p><b>Distinguish</b> between different sources – compare different versions of the same story.</p> <p><b>Look</b> at a variety of representations of the period studied such as – museum, cartoons etc</p>	<p><b>Find and look</b> at the variety of evidence available.</p> <p><b>Start</b> to evaluate the usefulness of different sources.</p> <p><b>Use</b> text books and historical knowledge.</p>	<p><b>Compare</b> accounts of events from different sources – fact or fiction.</p> <p><b>Offer</b> some reasons for different versions of events</p>

# History: Progression of Key Skills

	Year 1	Year 2	Year 3	Year 4	Year 5
Historical enquiry	<p>Find answers to simple questions about the past from sources of information e.g. such as artefacts OR text books</p> <p>Ask and answer questions Choose and use parts of stories and other sources to show understanding</p>	<p>Observe or handle sources to ask and answer questions about the past on the basis of simple observations.</p>	<p>Use documents, the internet, pictures, photographs, music, artefacts, historic buildings, museums, galleries as evidence about the past observing small details.</p> <p>Select and record information relevant to the study</p>	<p>Use a broad variety of evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions Use the library and internet for research</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing</p>

# History: Progression of skills

	Year 1	Year 2	Year 3	Year 4	Year 5
Organisation and Communication	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"><li>Discussion...</li><li>Drawing pictures...</li><li>Drama/role play.</li><li>Making models....</li><li>Writing.</li><li>Using ICT...</li></ul>	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"><li>Discussion...</li><li>Drawing pictures...</li><li>Drama/role play.</li><li>Making models....</li><li>Writing.</li><li>Using ICT...</li></ul>	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"><li>Discussion...</li><li>Drawing pictures...</li><li>Drama/role play.</li><li>Making models....</li><li>Writing.</li><li>Using ICT...</li></ul>	<p>Recall, select and organise historical information.</p> <p>Communicate their knowledge and understanding.</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>