



# Christ the Sower Ecumenical School

## Growth in Geography



### Growth in Knowledge

Upper KS2	Understand the reasons for different processes and resulting changes in a range of locations	Recognise, understand and explain patterns in human geography	Understand how the physical geography of a place influences the lives of its inhabitants	Know and understand more technical vocabulary e.g. biome, climate zone	Compare and contrast diverse locations and environments	Understand why different places employ different strategies for solving similar problems
Lower KS2	Know that both primary and secondary sources of evidence show process and change	Know, compare and describe some human geographical features in the wider world	Know, compare and describe some physical features in the wider world	Know and understand key vocabulary related to geographical processes	Know and understand the interrelationship between location and environment	Understand how and why some places and features are similar or different, giving reasons
KS1	Know that places change over time and that there is often a range of evidence to show this	Know some basic human geographical features in the focus area and describe them	Know some basic physical geographical features in the focus area and describe them	Know and understand simple vocabulary related to place	Name and locate some key places in their own country and countries in the wider world	Identify basic similarities and differences between a range of locations and environments
EYFS	Identify simple changes in their environment, giving reasons for these where possible	Know that human geographical features are man-made	Know that physical geographical features are natural	Know and understand simple propositional and directional language	Know the names of places in their immediate locality and say what those places are like	Name some similarities and differences between places that are familiar to them
	<b>Processes and Change</b>	<b>Human Geography</b>	<b>Physical Geography</b>	<b>Geographical Vocabulary</b>	<b>Locations and Environments</b>	<b>Similarities and Differences</b>

## Growth in Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical enquiry</b>	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use Non-Fiction books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use Non-Fiction books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on</p>

			locations using photos/ pictures, temperatures in different locations.	between locations photos/pictures/ maps	varying scales e.g. temperature of various locations - influence on people/everyday life	land use comparing land use/temperature, look at patterns and explain reasons behind it
<b>Communicating in different ways</b>	<p>Writing - postcards, lists, expressing own views.</p> <p>Expressing own views through speaking.</p> <p>Give simple reasons for likes and dislikes.</p> <p>Use simple geographical vocabulary.</p>	<p>Writing - poetry, lists, expressing own views, letter.</p> <p>Expressing own views through speaking.</p> <p>Give detailed reasons for likes and dislikes.</p> <p>To express views on the environment of a locality and recognise how people affect the environment.</p> <p>Begin to use appropriate geographical vocabulary.</p>	<p>Writing - newspaper, email, letter to express views and opinions of themselves and others</p> <p>They develop the use of appropriate vocabulary to communicate their findings</p> <p>Explore geographical issues through discussion or through drama using role play e.g. views on building new quarry</p>	<p>Writing - poetry, newspaper, email, letter, charts, graphs</p> <p>Identify and explain different views of people including themselves.</p> <p>They develop the use of appropriate vocabulary to communicate their findings</p>	<p>Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays</p> <p>Identify and explain different views of people including themselves.</p> <p>They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.</p>	<p>Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays</p> <p>Give increased detail of views, give detailed reasons influencing views and how they are justified</p> <p>They select info. and sources of evidence in their investigations and present their findings both graphically and in writing.</p>

<p><b>Fieldwork</b></p>	<p>Draw simple features they observe in their familiar environment.</p> <p>Add colour and textures to prepared sketches.</p> <p>Draw simple features they observe in their familiar environment.</p> <p>Recognise a photo/video taken by a teacher as a record of what they have seen.</p>	<p>Draw an outline of simple features they observe.</p> <p>Add colour, texture and detail to prepared field sketches. Join labels to correct features.</p> <p>Draw an outline of simple features they observe.</p> <p>Use a camera in the field with help to record what they have seen. Label the photo with help.</p> <p>Recognise the features/activities/sounds on a recording taken by the teacher.</p> <p>Operate, with help, recording equipment.</p>	<p>Draw a sketch of a simple feature from observation or photo.</p> <p>Add colour, texture and detail to own field sketches.</p> <p>Add title and descriptive labels with help</p> <p>Add titles and labels to photos giving date and location.</p> <p>Watch/listen carefully to recordings and write what they find out.</p>	<p>Pick out the key lines and features of a view in the field using a viewfinder to help.</p> <p>Annotate their sketch with descriptive and explanatory labels.</p> <p>Add title, location and direction to sketch.</p> <p>Suggest how photos provide useful evidence for their investigations.</p> <p>Use a camera independently</p> <p>Locate a photo on a map.</p> <p>Annotate the photo Suggest what to record for their investigation.</p>	<p>Evaluate their sketch against criteria and improve it.</p> <p>Use sketches as evidence in an investigation.</p> <p>Make a judgement about the best angle or viewpoint.</p> <p>Evaluate usefulness of their photos and recordings.</p> <p>Use photos for their investigations.</p> <p>Make a judgement about the best angle or viewpoint.</p> <p>Use recordings for their investigations</p>	<p>Select field sketching from a range of techniques for an investigation.</p> <p>Evaluate quality of the evidence it gives.</p> <p>Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Select photography from a range of techniques as the most appropriate for the evidence they need.</p> <p>Evaluate the quality of the evidence they collect this way.</p> <p>Begin to use editing techniques to</p>
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				Commentate on the recording, describing and suggesting explanations of what they see.		make a presentation recording.  Select recording from a range of techniques as the most appropriate for the evidence they need.
<b>Map skills</b>	<p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Draw picture maps of imaginary places and from stories</p> <p>Use own symbols on imaginary map.</p>	<p>Follow directions using NSEW.</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Begin to understand the need for a key.</p>	<p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. co-ordinates to locate features on a map. Try to make a map of a short route</p>	<p>Use 4 compass points well: Begin to use 8 compass points;</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Make a map of a short route</p>	<p>Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p>	<p>Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and</p>

		<p>Use class agreed symbols to make a simple key.</p>	<p>experienced, with features in correct order; Try to make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Use standard symbols.</p>	<p>experienced, with features in correct order;</p> <p>Make a simple scale drawing. Know why a key is needed.</p> <p>Begin to recognise symbols on an OS map.</p>	<p>Draw a sketch map using symbols and a key;</p> <p>Use/recognise OS map symbols.</p>	<p>longitude on atlas maps.</p> <p>Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity</p> <p>Use/recognise OS map symbols;</p> <p>Use atlas symbols.</p>
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