

Springdale First School Geography Concept Map.



Geography Skills Concepts Progression					
	Reception	Year 1	Year 2	Year 3	Year 4
<p>Location and place</p> <p>Local, national, international</p> <p>Name and locate</p> <p>Continents</p> <p>Seas</p> <p>Zones</p> <p>Similarities and differences</p> <p>Location, community, landscape, world</p>	<p>Talk about the features of where they live (their own immediate environment)</p>	<p>Name and locate capital cities of the United Kingdom and identify the characteristics of Poole.</p>	<p>Name, locate and identify the characteristics and topographical features of the four countries of the United Kingdom and a seaside resort</p>	<p>Name and locate the cities of the United Kingdom</p>	<p>Identify where countries are within Europe</p>
	<p>Establish connections between people and the physical environment</p>	<p>Name, describe and compare familiar places</p>	<p>Name and compare the changes in the UK over time.</p> <p>Name the 7 continents</p>	<p>Name and locate the counties of the UK</p> <p>Name and locate the 7 continents</p> <p>Locate and name the 5 oceans</p>	<p>Identify the physical characteristics and key topographical features of the countries within Europe</p> <p>Name, locate and recognise human and physical characteristics of the 7 continents of the world</p> <p>Identify the position and significance of the Equator, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle</p>
<p>KEY VOCABULARY</p> <p>Location</p> <p>Community</p> <p>Landscape</p> <p>World</p>	<p>Understand similarities and differences in relation to local places</p> <p>Understand similarities and differences in relation to the places people live</p>	<p>Understand the similarities and differences between their home and capital cities in the United Kingdom (other areas of the UK)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of Poole and capital cities in the four countries of the UK</p>	<p>Understand geographical similarities and differences through studying the region of the United Kingdom</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of Europe</p>

Geography Skills Concepts Progression

Human & Physical Geography	Reception	Year 1	Year 2	Year 3	Year 4
<p>Human characteristics</p> <p>Physical characteristics</p> <p>Similarities and differences</p> <p>Significant physical features</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>KEY VOCABULARY</u></p> <p>Familiar Landscapes Climate Influence Environment Human activity Natural systems</p> </div>	<p>Talk about the features that make environments different from one another.</p> <p>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Identify human and physical features of the coast in their Local area (the beach and city of Bournemouth)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Identify and name human and physical features in their local area. Compare these features to capital city (London)</p> <p>Recognise the North and South Poles in relation to the equator.</p> <p>Similarities and differences in culture across the 4 countries of the UK.</p> <p>Know what the difference is between human and physical features. BEACH STUDY: waste & impact</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>Compare human and physical features of England in comparison to other countries in UK.</p> <p>Discuss and compare the climate zones and the 7 continents. Explain how the equator impacts this.</p> <p>Identify the location of mountains.</p> <p>Recognise local coastal features (Old Harry Rocks) and the impact of erosion</p> <p>Physical geography, including: climate zones, biomes and mountains</p>	<p>Compare and explain the similarities and differences between the UK and one European country. Referring to human and physical characteristics.</p> <p>Explain and compare the climate zones of the 7 continents.</p> <p>Identify the location of volcanoes and earthquakes and natural disasters</p> <p>Climate zones, biomes and vegetation belts, volcanoes and earthquakes</p>

Geography Skills Concepts Progression

Mapping	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<p>Make Maps</p> <p>Symbols & Keys</p> <p>Grid references</p>	<p>Use a simple plan to understand the location of different features.</p> <p>Use and discuss PHOTOGRAPHS and ariel photographs</p> <p>Draw information from a simple map</p>	<p>Make a simple plan of the school grounds.</p> <p>Use a simple map/arial photograph to move around the school and the grounds</p> <p>Understand why maps need a key.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p>How to make a simple plan of a known area with a simple key.</p> <p>How atlas, maps and ariel photograph are used to locate the countries of the United Kingdom.</p> <p>The locatoin of the UK on a world map. The location of the 4 countries of the UK on a map. The location of Poole, Broadstone and Springdale Road in relation to the UK (South Coast)</p> <p>How symbols are used in a key</p> <p>How symbols can be used in keys on their own maps.</p> <p>Use world maps, atlases and globes to identify the United Kingdom, its countries and the surrounding oceans as well as the 7 continents</p>	<p>Make a more detailed arial plan/map</p> <p>Use maps and digital/computer mapping to locate and describe features studied.</p> <p>Use and interpret maps and atlases of the United Kingdom to identify cities and counties.</p> <p>Understand the keys and symbols of an OS map</p> <p>Use 4 figure grid references</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Make a simple map on a grid of a route using a key with standard symbols.</p> <p>Make simple climatic maps</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in Europe</p> <p>Use 6 figure grid references to locate landmarks on an OS map.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

Geography Skills Concepts Progression

<u>Settlement</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<p>Urban/rural locations</p> <p>Homes</p> <p>Population</p> <p>Resources</p>	<p>Recognise that their home is their settlement.</p> <p>Explain the features of their settlement</p>	<p>Recognise their local environment as a settlement (Broadstone, Poole, Springdale)</p> <p>Compare the similarities and differences between their home and local environment (Broadstone/Poole)</p>	<p>Recognise the United Kingdom as a settlement.</p> <p>Compare characteristics of the UK (topographical/climate differences)</p> <p>Link mapping skills to land use. Discuss the population across the UK</p>	<p>Compare similarities and differences between UK cities and port towns.</p> <p>Understand that cities are densely populated in comparison to rural areas.</p> <p>Use a map to explain the difference between cities, towns and rural areas of the UK</p> <p>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>Recognise the topographical features of the UK. Compare and contrast UK towns, ports and cities to European settlements.</p> <p>Recognise why cities are more densely populated. Understand the difference in economic activity and resources</p> <p>Relate map knowledge of the UK and Europe to land and trade use.</p> <p>Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>

Geography Skills Concepts Progression

Directional skills	Reception	Year 1	Year 2	Year 3	Year 4
<p>Fieldwork</p> <p>Position and direction</p> <p>Compass skills</p> <p>Instructional language</p>	<p>Use simple locational language to describe the location of features.</p> <p>Understand position through words alone eg . "The bag is under the table!" no pointing</p>	<p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</p> <p>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</p>	<p>Use and follow simple compass directions (North, South, East and West) and location and direction language (e.g. near, far; left and right)</p> <p>Describe the location and relative position of features in relation to one another using simple compass directions</p> <p>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</p>	<p>Develop sketch maps based on photographic evidence. Produce sketch map/plan of immediate area and label.</p> <p>Use the 4 compass points to follow/give instructions using compass directions: North, South, East, West</p> <p>Follow compass points on a map.</p> <p>Locate features of a map using co-ordinates</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Develop sketch maps during fieldwork of the local area. Use digital technology to record human and physical features in the local area (photos)</p> <p>Describe the position of countries relative to the equator, the Tropic of Cancer, the Tropic of Capricorn, Arctic Circle and Antarctic Circle.</p> <p>Confidently locate features of a map using co-ordinates and use this to solve problems.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>

Geography Skills Concepts Progression

<u>Weather and Climate</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<p>Weather – KS1 Climate – KS2</p> <p>Weather patterns</p> <p>Climate zones</p> <p>Water cycle</p> <p>Climate change</p> <p>Global warming</p>	<p>Talk about the changes around them in relation to the seasons. <i>*To continue across YR &Y1*</i></p> <p>Describe the weather in the immediate environment.</p> <p>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Talk about the changes around them in relation to the seasons. <i>*To continue across YR &Y1*</i></p> <p>Name the four seasons in relation to the UK and identify their characteristics.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>How seasonal and daily weather patterns compare in the UK. How weather in the local area compares to that in all 4 countries of the UK</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>Explain weather patterns around the UK. Discuss similarities and differences between them.</p> <p>Recognise and explain how weather affects food production and produce.</p> <p>Recognise how weather differs and changes in mountain environment</p> <p>climate zones, biomes, mountains,</p>	<p>Recognise the impact of human activity on weather patterns in the UK.</p> <p>Understand the water cycle and its impact on the weather.</p> <p>Identify hot and cold areas in relation to the Equator and north and south poles.</p> <p>Compare and recognise climate changes across different climate zones. Recognise the human impact on global warming.</p> <p>climate zones, biomes and vegetation belts, volcanoes and earthquakes, and the water cycle</p>