



Skills and Knowledge Progression - Themes supported and developed from the Geographical Association and Oddizzi Schemes of work

Key Skills Taken from the National Curriculum	Locational Knowledge	Describe places using geographical vocabulary	Compare and Contrast Places	Investigating skills Asking and answering questions	Use maps, atlases, globes and images
	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5
End of KS1	I can show simple locational knowledge about places in the UK and the wider world. I can show knowledge about where I live - Norwich.	I can describe the places I have studied using simple geographical language. I can know vocabulary for some geographical features from the places I have studied.	I can identify some differences and similarities between the places I have studied and where I live. I can give opinions about what it would be like to live in different climates around the world.	I can ask and answer simple questions about geographical features and concepts. I can use different geographical resources to try to find the answers to an investigation.	I can know that maps use a plan view and how an atlas is organised. I can find places on a globe. I can look at photographs of geographical features and explain what I am seeing.
End of lower KS2	I can name and locate countries, cities and regions of the UK. I can name and locate some of the world's countries and continents.	I can describe and understand some key aspects of physical geography using the correct vocabulary. I can describe and understand some of the key aspects of human geography using geographical vocabulary.	I can understand geographical similarities and differences between two regions of the UK. I can begin to understand some of the links between physical and human processes. I.e. how they impact upon each other.	I can use a range of methods including sketch books, maps, plans and graphs. I can use fieldwork to observe, measure, record and present features (human and physical) of the local area.	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features. I can use symbols and key (including OS maps) to build knowledge of the UK and the wider world.
When I leave school as 'The Bawburgh Geographer' I know....	I can describe geographical regions and the physical geography of the UK and the wider world. I can understand how some geographical features have changed over time.	I can describe and understand some key aspects of physical geography using and explaining many geographical terms. I can describe and understand some key aspects of human geography using and explaining many correct terms.	I can understand geographical similarities and differences of human and physical geography of the UK and across the world. I can develop a deeper understanding of the links between physical and human processes ie how they impact upon each other.	I can use a range of methods including sketch books, maps, plans and graphs and digital technologies. I can use fieldwork to observe, measure, record and present the human and physical features of the wider local or regional area.	I can use maps, atlases, globes and digital/ computer mapping to locate countries and describe a range of features. I can use the 8 points of the compass, four and six grid references, symbols and keys (including OS maps) to build knowledge of UK and wider world.
<p>Tier 3 Subject Specific Vocabulary to be embedded and revisited throughout the study of learning in The Bawburgh School.</p> <p>Atlas, globe, vegetation, weather, seasons, continents, compass, country, key, plan, environment, erosion, attrition, altitude, indigenous, temperate, urban, rural, sub-urban, settlement, famine, international, industrial, agricultural, precipitation, latitude, longitude, coastline, port, resources.</p> <p>We believe these life skills and knowledge base are important because:</p> <ul style="list-style-type: none"> ◆ We want children to be able to place themselves in relation to the rest of the world. We want them to be curious about the world they live in, and with the skills to investigate, research and question to find out more. ◆ We want children to be confident in their use of a range of geographical tools, and to be adept in unlocking higher learning at the next stage, through their grasp of key subject specific vocabulary. ◆ We want children to have an appreciation of the impact of human behaviour upon our natural environment, and grow to be conscientious environmental citizens for the future. 					