

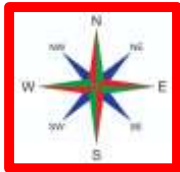





Geography - progression in Procedural Knowledge at Brompton and Sawdon

- These milestones outline the skills that the pupils will develop through the school in order to secure the key knowledge outlined on the enhanced long term subject plans.
- Long term planning ensures that these are developed at regular intervals within each class, meaning that they will be secure by the time the pupils transition to the next class

Pupils with SEND, through carefully planned support and resources, are expected to achieve these in line with their peers.

Area (and ongoing assessments)	Class 1 Skills Milestones	Class 2 Skills Milestones	Class 3 Skills Milestones
	Basic (remembering)	Advancing (Knowing)	Deep (Reasoning)
<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> 	<ul style="list-style-type: none"> • Ask and answer geographical questions eg: What is this place like? What/who will I see in this place? What do people do in this place? • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
<p>Investigate patterns This concept involves understanding the relationships between</p>	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,

<p>the physical features of places and the human activity within them, and the appreciation of how they are connected</p> 	<p>United Kingdom and of a contrasting non-European country.</p> <ul style="list-style-type: none"> • 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 • Identify land use around the school 	<p>Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<p>Arctic and Antarctic Circle, and time zones (including day and night).</p> <ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world • Describe how countries and geographical regions are interconnected and interdependent. 	
<p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p> 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	
<p>Diversity</p>		<ul style="list-style-type: none"> • Know that different locations can be very different. • Recognise some features of Brompton 	<ul style="list-style-type: none"> • Compare the characteristics of people from two different locations. • Compare locations with Brompton 	<ul style="list-style-type: none"> • Discuss how and why society is different in different locations
<p>Global awareness</p>		<ul style="list-style-type: none"> • Know some local historical places • Know some historical sites in London 	<ul style="list-style-type: none"> • Recognise and name the differences between our own location, Egypt and others 	<ul style="list-style-type: none"> • Compare and contrast the different continents
<p>Rural Aspirations</p>		<ul style="list-style-type: none"> • Know what a palaeontologist does 	<ul style="list-style-type: none"> • Recognise some of the career possibilities within the sphere of geography. (eg. Map creators / surveyors / teachers / Conservation Officer / Planner) 	<ul style="list-style-type: none"> • Compare the skills needed within different careers within the sphere of Geography – Conservation Officer / Planner