

Characteristics of a Geographer

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Geography Progression of Knowledge and Skills

Rodmersham 2022

	EYFS	Milestone 1	Milestone 2	Milestone 3
Investigate places	<ul style="list-style-type: none"> Name and locate different parts of the local community Use a simple map with symbols to spot features in the school grounds or in the local community Use a range of sources such as simple maps, photographs, magnifiers, and visiting local places Show care and concern for living things and the environment. 	<ul style="list-style-type: none"> Draw and create their own maps using real objects, and/or pictures and symbols Identify signs and symbols on different types of maps for example in school, and the local community. Ask and answer geographical questions (such as: What is this place like? What or 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 Show on a map the oceans nearest the continent they live in and oceans. To know that the UK is short for 'United Kingdom'. To know that the United Kingdom is made up of four countries and to be able to name them. To know that a capital city is the city where a country's government is located. To know the name of the country they live in 	<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; and 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. Locate some major cities of the countries studied Locate where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locate some of the world's most significant rivers and identifying any patterns. Locate some counties in the UK local to Rodmersham Locate some cities in the UK local to Rodmersham. To know the main types of land use near our school Beginning to locate the twelve geographical regions of the UK 	<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. Use maps to show the distribution of the world's climate zones, biomes and vegetation belts To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know that biomes are areas of world with similar climates, vegetation and animals. To know the world's biomes Confidently locate the twelve geographical regions of the UK To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.

Investigate Patterns	<ul style="list-style-type: none"> Use the local area for exploring built and natural environment Express their opinions on natural and built environment Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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. Describing what physical features may occur in a hot place in comparison to a cold place 	<ul style="list-style-type: none"> Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time. Discussing how climates have an impact on trade, land use and settlements To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes Using maps to explore wider global trading routes. 	<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, Arctic and Antarctic Circle, and time zones (including day and night). 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. Explaining what measures humans have taken in order to adapt to survive in cold place/hot place.
Communicate geographically	<ul style="list-style-type: none"> Identify features of the environments in the setting and immediate local area. E.g. make visits to shops and parks. Follow simple directions Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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) Describing how the weather changes with each season in the UK Describing the daily weather patterns in their locality locate some hot and cold areas of the world on a world map. locate the Equator and North and South Poles on a world map. locate hot and cold areas of the world in relation to the Equator and the North and South poles 	<ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: 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. Explaining why people might prefer to live in an urban or rural place Explaining why different locations have different human features. To know the key features of a river To know the different types of mountains and volcanoes and how they are formed To know that climates can influence the foods able to grow Understanding some of the causes of climate change Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur Describing how humans use water in a variety of ways Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change To know that climate zones are areas of the world with similar climates. To know the world's different climate zones To know the threats to oceans and corals Describing and explaining how humans can impact the environment both positively and negatively, using examples Describing and understanding types of settlement and land use. Understanding the distribution of natural resources both globally and within a specific region or country studied 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, mountains. 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). Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Suggesting reasons why the global population has grown significantly in the last 70 years Describing the 'push' and 'pull' factors that people may consider when migrating To know migration is the movement of people from one country to another

Field Work and Geographical Skills

- Have opportunities to explore a world globe and local maps
- Use a large scale map to identify where they live.

- Using an atlas to locate the UK.
- Using a map of the UK to locate the four countries.
- Beginning to use an atlas to locate the four capital cities of the UK.
- Using a world map and globe to locate four of the world's seven continents (Europe, North America, South America and Asia)
- Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.
- Using directional language to describe the location of objects in the classroom and playground.
- Using directional language to describe features on a map in relation to other features (real or imaginary).
- Responding to instructions using directional language to follow routes.
- Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.
- Adding labels to sketch maps.
- Using simple picture maps and plans to move around the school
- Recognising local landmarks on aerial photographs .
- Recognising basic human features on aerial photographs.
- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.
- Recognising why maps need a title.
- Using an atlas to locate the four capital cities of the UK.
- Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans.
- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.
- Using locational language and the compass points (N, S, E, W) to describe the route on a map.
- Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.
- Using a map to follow a prepared route
- Recognising landmarks of a city studied on aerial photographs and plan perspectives.
- Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key.
- Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.
- Finding a given OS symbol on a map with support.
- Beginning to draw objects to scale (eg show the school playground is smaller than the school or school field).
- Using an aerial photograph to draw a simple sketch map using basic symbols for a key.
- Commenting on the features they see in their school and school grounds on a walk around the respective places
- Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.

- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied .
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied .
- Using the scale bar on a map to estimate distances.
- Finding countries and features of countries in an atlas using contents and index.
- Zooming in and out of a digital map
- Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied..
- Using a simple key on their own map to show an example of both physical and human features.
- Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map.
- Making and using a simple route on a map.
- Observing, recording, and naming geographical features in their local environments.
- Taking digital photos and labelling or captioning them.
- Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.
- Drawing simple maps and plans to scale (eg 1m = 1 square)
- Suggesting different ways that a locality could be changed and improved.

- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.
- Conducting interviews/questionnaires to collect qualitative data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.
- Confidently giving instructions using the eight points of a compass.
- Follow a preprepared route on an OS map
- Planning a journey to another part of the world using six figure grid references and the eight points of a compass.\Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.\
- Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each