

# Great Chart Primary School

## Curriculum Skills Map Geography



### September 2021

We aim to provide creative and co-operative ways for the pupils to learn together so that all can succeed. As such we follow a skills based curriculum and we have aimed to create a document based around the key skills we see as relevant for life in the 21<sup>st</sup> Century. We believe that a curriculum heavily based on knowledge is no longer relevant, as knowledge is now so readily available at our fingertips. Instead, we want to foster in our pupils a love of learning, and develop their creativity and critical thinking through skills such as collaboration, research, problem solving, presentation, evaluation and reflection. These skills are reflected through the objectives identified in each subject area to help us develop confident, excited and proud learners who will be our leaders of the future and become a dynamic, adaptable workforce with high levels of reasoning and problem solving skills.

Teaching and learning within our school, as far as possible, is taught through a cross curricular approach to enable the children to make connections between their learning, leading to a deeper learning experience. Links are made wherever possible between subjects, however we recognise that Science, PE and RE will often need to be taught in a discrete manner.

## Curriculum Skills Map- Geography- Year 1

Geographical Enquiry	Physical Geography	Human Geography
<p>Can identify what they like and don't like about a locality?</p> <ul style="list-style-type: none"> <li>• Can they answer questions using different resources, such as books, the internet and atlases/ maps?</li> <li>• <b>Can they think of a few relevant questions to ask about a locality?</b> <ul style="list-style-type: none"> <li>• Can they answer questions appropriately about topics, such as the weather, climate, locations.</li> </ul> </li> <li>• Can they make plausible predictions about their geographical learning, e.g. the weather.</li> </ul> <ul style="list-style-type: none"> <li>• Can they explain the main features of a location, such as climate, key landmarks?</li> <li>• <b>Can they describe a locality using words and pictures?</b> <ul style="list-style-type: none"> <li>§ Can they compare and contrast the key features of a location using geographical vocabulary?</li> </ul> </li> </ul>	<p>Can identify what they like and don't like about a locality?</p> <ul style="list-style-type: none"> <li>• Can they answer questions using different resources, such as books, the internet and atlases/ maps?</li> <li>• <b>Can they think of a few relevant questions to ask about a locality?</b> <ul style="list-style-type: none"> <li>• Can they answer questions appropriately about topics, such as the weather, climate, locations.</li> </ul> </li> <li>• Can they make plausible predictions about their geographical learning, e.g. the weather.</li> </ul> <ul style="list-style-type: none"> <li>• Can they explain the main features of a location, such as climate, key landmarks?</li> <li>• <b>Can they describe a locality using words and pictures?</b> <ul style="list-style-type: none"> <li>§ Can they compare and contrast the key features of a location using geographical vocabulary?</li> </ul> </li> </ul>	<p>Can identify what they like and don't like about a locality?</p> <ul style="list-style-type: none"> <li>• Can they answer questions using different resources, such as books, the internet and atlases/ maps?</li> <li>• <b>Can they think of a few relevant questions to ask about a locality?</b> <ul style="list-style-type: none"> <li>• Can they answer questions appropriately about topics, such as the weather, climate, locations.</li> </ul> </li> <li>• Can they make plausible predictions about their geographical learning, e.g. the weather.</li> </ul> <ul style="list-style-type: none"> <li>• Can they explain the main features of a location, such as climate, key landmarks? <ul style="list-style-type: none"> <li>• <b>Can they describe a locality using words and pictures?</b> <ul style="list-style-type: none"> <li>§ Can they compare and contrast the key features of a location using geographical vocabulary?</li> </ul> </li> </ul> </li> </ul>

<b>Year 1 Greater Depth</b>		
<p>Can they make plausible predictions about their geographical learning and give reasons?</p> <ul style="list-style-type: none"> <li>• Can they discuss in more detail about the lives of people in a specified location, such as clothes, jobs, food, recreational activities.</li> </ul>	<p>Can they make plausible predictions about their geographical learning and give reasons?</p> <ul style="list-style-type: none"> <li>• Can they discuss in more detail about the lives of people in a specified location, such as clothes, jobs, food, recreational activities.</li> </ul>	<p>Can they make plausible predictions about their geographical learning and give reasons?</p> <ul style="list-style-type: none"> <li>• Can they discuss in more detail about the lives of people in a specified location, such as clothes, jobs, food, recreational activities.</li> </ul>

<b>Curriculum Skills Map- Geography- Year 2</b>		
<b>Geographical Enquiry</b>	<b>Physical Geography</b>	<b>Human Geography</b>
<p><b>Can they label a diagram or photograph using some geographical words?</b></p> <ul style="list-style-type: none"> <li>• <b>Can they find out about a locality by using different sources of evidence? e.g. <i>photographs, films, maps, books, the internet.</i></b></li> <li>• <b>Can they find out about a locality by asking some relevant</b></li> </ul>	<p>Can they label a diagram or photograph using some geographical words?</p> <ul style="list-style-type: none"> <li>• <b>Can they find out about a locality by using different sources of evidence? e.g. <i>photographs, films, maps, books, the internet.</i></b></li> <li>• Can they find out about a locality by asking some relevant questions?</li> </ul>	<p>Can they label a diagram or photograph using some geographical words?</p> <ul style="list-style-type: none"> <li>• <b>Can they find out about a locality by using different sources of evidence? e.g. <i>photographs, films, maps, books, the internet.</i></b></li> <li>• Can they find out about a locality by asking some relevant questions?</li> </ul>

<p><b>questions?</b></p> <ul style="list-style-type: none"> <li>• <b>Can they compare what they like and don't like about two contrasting localities?</b></li> <li>• <b>Can they describe some physical features of a locality?</b></li> <li>• <b>Can they describe a location using geographical words such as, beach, coast forest, hill, mountain, ocean, valley, island?</b></li> <li>• <b>Can they identify key features using a map? e.g. rivers, mountains, fields, roads etc</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can they compare what they like and don't like about two contrasting localities?</li> <li>• Can they describe some physical features of a locality?</li> <li>• <b>Can they describe a location using geographical words such as, beach, coast forest, hill, mountain, ocean, valley, island?</b></li> <li>• Can they identify key features using a map? e.g. rivers, mountains, fields, roads etc</li> </ul>	<ul style="list-style-type: none"> <li>• Can they compare what they like and don't like about two contrasting localities?</li> <li>• Can they describe some physical features of a locality?</li> <li>• <b>Can they describe a location using geographical words such as, beach, coast forest, hill, mountain, ocean, valley, island?</b></li> <li>• Can they identify key features using a map? e.g. rivers, mountains, fields, roads etc</li> </ul>
<p><b>Year 2 Greater Depth</b></p>		
<p>Can they make geographical inferences through using different sources, such as a weather chart?</p> <ul style="list-style-type: none"> <li>• Can they make plausible predictions using geographical vocabulary? e.g. weather, climate, transport, equator, hemisphere</li> <li>• Can they use a map, photographs, film</li> </ul>	<p>Can they make geographical inferences through using different sources, such as a weather chart?</p> <ul style="list-style-type: none"> <li>• Can they make plausible predictions using geographical vocabulary? e.g. weather, climate, transport, equator, hemisphere</li> <li>• Can they use a map, photographs,</li> </ul>	<p>Can they make geographical inferences through using different sources, such as a weather chart?</p> <ul style="list-style-type: none"> <li>• Can they make plausible predictions using geographical vocabulary? e.g. weather, climate, transport, equator, hemisphere</li> <li>• Can they use a map, photographs, film or</li> </ul>

<p>or plan to describe a contrasting locality?</p> <ul style="list-style-type: none"> <li>• Can they explain what facilities a location may need, such as a town or a village?</li> </ul>	<p>film or plan to describe a contrasting locality?</p> <ul style="list-style-type: none"> <li>• Can they explain what facilities a location may need, such as a town or a village?</li> </ul>	<p>plan to describe a contrasting locality?</p> <ul style="list-style-type: none"> <li>• Can they explain what facilities a location may need, such as a town or a village?</li> </ul>
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### Curriculum Skills Map- Geography- Year 3

Geographical Enquiry	Physical Geography	Human Geography
<ul style="list-style-type: none"> <li>• Can they use correct geographical words to describe a place and the events that happen there?</li> <li>• <b>Can they identify key features of a locality by using a map?</b></li> <li>• Can they begin to use 4 figure grid references? <ul style="list-style-type: none"> <li>• Can they accurately plot NSEW on a map?</li> <li>• Can they use some basic map symbols?</li> <li>• Can they present their research? E.g. reports, brochures, drama, art</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can they use correct geographical words to describe a place and the events that happen there?</li> <li>• <b>Can they identify key features of a locality by using a map?</b></li> <li>• Can they begin to use 4 figure grid references? <ul style="list-style-type: none"> <li>• Can they accurately plot NSEW on a map?</li> <li>• Can they use some basic map symbols?</li> <li>• Can they present their research? E.g. reports, brochures, drama, art</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can they use correct geographical words to describe a place and the events that happen there?</li> <li>• <b>Can they identify key features of a locality by using a map?</b></li> <li>• Can they begin to use 4 figure grid references? <ul style="list-style-type: none"> <li>• Can they accurately plot NSEW on a map?</li> <li>• Can they use some basic map symbols?</li> <li>• Can they present their research? E.g. reports, brochures, drama, art</li> </ul> </li> <li>• Can they use maps and atlases</li> </ul>

<ul style="list-style-type: none"> <li>• Can they use maps and atlases appropriately by using contents and indexes?</li> <li>• Can they describe how different land formations occur? e.g. mountains, volcanoes, rivers, beaches, cliffs, earthquakes</li> <li>• Can they describe physical features in a locality using geographical vocabulary?</li> <li>• <b>Can they locate a specified location and explain why or why not people would want to visit there?</b></li> <li>• Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</li> <li>• <b>Can they describe how events may have an impact on people's lives?</b></li> <li>• Can they describe the human features of a locality using geographical vocabulary?</li> <li>• Can they explain why a locality has certain human features?</li> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain how the lives of</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use maps and atlases appropriately by using contents and indexes?</li> <li>• Can they describe how different land formations occur? e.g. mountains, volcanoes, rivers, beaches, cliffs, earthquakes</li> <li>• Can they describe physical features in a locality using geographical vocabulary?</li> <li>• <b>Can they locate a specified location and explain why or why not people would want to visit there?</b></li> <li>• Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</li> <li>• <b>Can they describe how events may have an impact on people's lives?</b></li> <li>• Can they describe the human features of a locality using geographical vocabulary?</li> <li>• Can they explain why a locality has certain human features?</li> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain how the lives of</li> </ul>	<p>appropriately by using contents and indexes?</p> <ul style="list-style-type: none"> <li>• Can they describe how different land formations occur? e.g. mountains, volcanoes, rivers, beaches, cliffs, earthquakes</li> <li>• Can they describe physical features in a locality using geographical vocabulary?</li> <li>• <b>Can they locate a specified location and explain why or why not people would want to visit there?</b></li> <li>• Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</li> <li>• <b>Can they describe how events may have an impact on people's lives?</b></li> <li>• Can they describe the human features of a locality using geographical vocabulary?</li> <li>• Can they explain why a locality has certain human features?</li> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain how the lives of people living in a specified location would be different from their own?</li> </ul>
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people living in a specified location would be different from their own?	people living in a specified location would be different from their own?	
<b>Year 3 Greater Depth</b>		
<p>Can they use correct geographical words to describe the impact of an event?</p> <ul style="list-style-type: none"> <li>• Can they explain why a locality has certain physical features?</li> <li>• Can they explain how people's lives vary due to their geographical circumstances?</li> </ul>	<p>Can they use correct geographical words to describe the impact of an event?</p> <ul style="list-style-type: none"> <li>• Can they explain why a locality has certain physical features?</li> <li>• Can they explain how people's lives vary due to their geographical circumstances?</li> </ul>	<p>Can they use correct geographical words to describe the impact of an event?</p> <ul style="list-style-type: none"> <li>• Can they explain why a locality has certain physical features?</li> <li>• Can they explain how people's lives vary due to their geographical circumstances?</li> </ul>

<b>Curriculum Skills Map- Geography- Year 4</b>		
<b>Geographical Enquiry</b>	<b>Physical Geography</b>	<b>Human Geography</b>
<p>Can they carry out research, such as a survey, to discover features of a location?</p> <ul style="list-style-type: none"> <li>• Can they find the same place on a</li> </ul>	<p>Can they carry out research, such as a survey, to discover features of a location?</p> <ul style="list-style-type: none"> <li>• Can they find the same place on a</li> </ul>	<p>Can they explain why people may choose to live in a certain location? e.g. a village or a city</p> <ul style="list-style-type: none"> <li>• Can they explain how a locality has</li> </ul>

<p>globe, atlas or map?</p> <ul style="list-style-type: none"> <li>• Can they label the same features on an aerial photograph as on a map?</li> <li>• Can they plan a journey to a place?</li> <li>• <b>Can they accurately research, measure and collect information?</b> <i>e.g. rainfall, temperature, wind speed, noise levels</i></li> <li>• Can they present their research? <i>E.g. reports, brochures, drama, art</i></li> <li>• <b>Can they describe the main physical similarities and differences between locations, such as cities, towns and villages?</b></li> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> <li>• Can they create sketch maps?</li> </ul>	<p>globe, atlas or map?</p> <ul style="list-style-type: none"> <li>• Can they label the same features on an aerial photograph as on a map?</li> <li>• Can they plan a journey to a place?</li> <li>• <b>Can they accurately research, measure and collect information?</b> <i>e.g. rainfall, temperature, wind speed, noise levels</i></li> <li>• Can they present their research? <i>E.g. reports, brochures, drama, art</i></li> <li>• <b>Can they describe the main physical similarities and differences between locations, such as cities, towns and villages?</b></li> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> <li>• Can they create sketch maps?</li> </ul>	<p>changed over time with reference to human features?</p> <ul style="list-style-type: none"> <li>• Can they research an environmental issue and form their own opinion?</li> <li>• <b>Can they suggest different ways that a location could be changed and improved?</b></li> </ul>
<h3 style="color: #008080;">Year 4 Greater Depth</h3>		
<p>Can compare measurements and information between 2 given places? e.g. temperature, wind speed, rainfall, pollution, population</p> <ul style="list-style-type: none"> <li>• Can they explain how a locality has</li> </ul>	<p>Can compare measurements and information between 2 given places? e.g. temperature, wind speed, rainfall, pollution, population</p> <ul style="list-style-type: none"> <li>• Can they explain how a locality has</li> </ul>	<p>Can compare measurements and information between 2 given places? e.g. temperature, wind speed, rainfall, pollution, population</p> <ul style="list-style-type: none"> <li>• Can they explain how a locality has changed over time with reference to physical</li> </ul>



<p>changed over time with reference to physical features?</p> <ul style="list-style-type: none"> <li>• Can they explain how people are trying to manage their environment?</li> </ul>	<p>changed over time with reference to physical features?</p> <ul style="list-style-type: none"> <li>• Can they explain how people are trying to manage their environment?</li> </ul>	<p>features?</p> <ul style="list-style-type: none"> <li>• Can they explain how people are trying to manage their environment?</li> </ul>
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## Curriculum Skills Map- Geography- Year 5

Geographical Enquiry	Physical Geography	Human Geography
<p><b>Can they research and collect information about a place and present it? e.g. a report, a poster, a brochure</b></p> <ul style="list-style-type: none"> <li>• Can they find possible answers to their own geographical questions?</li> <li>• Can they plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance?</li> </ul> <ul style="list-style-type: none"> <li>• <b>Can they explain how a location is developed or impacted upon due to its wider geographical location, with reference to physical features?</b></li> </ul>	<p><b>Can they research and collect information about a place and present it? e.g. a report, a poster, a brochure</b></p> <ul style="list-style-type: none"> <li>• Can they find possible answers to their own geographical questions?</li> <li>• Can they plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance?</li> </ul> <ul style="list-style-type: none"> <li>• <b>Can they explain how a location is developed or impacted upon due to its wider geographical location, with reference to physical</b></li> </ul>	<p>Can they explain why people are attracted to live in their location?</p> <ul style="list-style-type: none"> <li>• <b>Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</b></li> <li>• Can they explain what a place might be like in the future, or was like in the past, taking account of human features and impact?</li> </ul>

<i>e.g. cities or towns built by rivers, or beaches, mountain, forests, deserts.</i>	<i>features? e.g. cities or towns built by rivers, or beaches, mountain, forests, deserts.</i>	
<b>Year 5 Greater Depth</b>		
<p>Can they work out an accurate itinerary detailing a journey to another part of the world?</p> <ul style="list-style-type: none"> <li>• Can they explain what the environmental and physical changes are, that have happened or may happen in the future, taking account of physical features?</li> <li>• Can they report on ways in which humans have both improved and damaged the environment?</li> </ul>	<p>Can they work out an accurate itinerary detailing a journey to another part of the world?</p> <ul style="list-style-type: none"> <li>• Can they explain what the environmental and physical changes are, that have happened or may happen in the future, taking account of physical features?</li> <li>• Can they report on ways in which humans have both improved and damaged the environment?</li> </ul>	<p>Can they work out an accurate itinerary detailing a journey to another part of the world?</p> <ul style="list-style-type: none"> <li>• Can they explain what the environmental and physical changes are, that have happened or may happen in the future, taking account of physical features?</li> <li>• Can they report on ways in which humans have both improved and damaged the environment?</li> </ul>

<b>Curriculum Skills Map- Geography- Year 6</b>		
<b>Geographical Enquiry</b>	<b>Physical Geography</b>	<b>Human Geography</b>
<p>Can they confidently explain scale and use maps with a range of scales?</p> <ul style="list-style-type: none"> <li>• Can they choose the best way to</li> </ul>	<p>Can they confidently explain scale and use maps with a range of scales?</p> <ul style="list-style-type: none"> <li>• Can they choose the best way to</li> </ul>	<p>Can they confidently explain scale and use maps with a range of scales?</p> <ul style="list-style-type: none"> <li>• Can they choose the best way to collect</li> </ul>

<p>collect information needed and decide the most appropriate units of measure?</p> <ul style="list-style-type: none"> <li>• Can they make careful measurements and use the data? <i>E.g. rainfall, population, temperature, sea level</i> <ul style="list-style-type: none"> <li>• Can they use maps to answer questions?</li> <li>• Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> <li>• <b>Can they present their research through self selected representations? <i>E.g. reports, leaflets, drama, art, multimedia.</i></b></li> </ul> </li> <li>• Can they give extended descriptions of the physical features of different places around the world?</li> <li>• Can they describe how some places are similar and others are different in relation to their human features? <ul style="list-style-type: none"> <li>• Can they accurately use a 4 figure grid reference?</li> </ul> </li> <li>• <b>Can they explain the term sustainable development and give examples with relation to physical geography?</b></li> <li>• Can they give an extended description of the human features of different places around the world?</li> </ul>	<p>collect information needed and decide the most appropriate units of measure?</p> <ul style="list-style-type: none"> <li>• Can they make careful measurements and use the data? <i>E.g. rainfall, population, temperature, sea level</i> <ul style="list-style-type: none"> <li>• Can they use maps to answer questions?</li> <li>• Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> <li>• <b>Can they present their research through self selected representations? <i>E.g. reports, leaflets, drama, art, multimedia.</i></b></li> </ul> </li> <li>• Can they give extended descriptions of the physical features of different places around the world?</li> <li>• Can they describe how some places are similar and others are different in relation to their human features? <ul style="list-style-type: none"> <li>• Can they accurately use a 4 figure grid reference?</li> </ul> </li> <li>• <b>Can they explain the term sustainable development and give examples with relation to physical geography?</b></li> <li>• Can they give an extended description of the human features of</li> </ul>	<p>information needed and decide the most appropriate units of measure?</p> <ul style="list-style-type: none"> <li>• Can they make careful measurements and use the data? <i>E.g. rainfall, population, temperature, sea level</i> <ul style="list-style-type: none"> <li>• Can they use maps to answer questions?</li> <li>• Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> <li>• <b>Can they present their research through self selected representations? <i>E.g. reports, leaflets, drama, art, multimedia.</i></b></li> </ul> </li> <li>• Can they give extended descriptions of the physical features of different places around the world?</li> <li>• Can they describe how some places are similar and others are different in relation to their human features? <ul style="list-style-type: none"> <li>• Can they accurately use a 4 figure grid reference?</li> </ul> </li> <li>• <b>Can they explain the term sustainable development and give examples with relation to physical geography?</b></li> <li>• Can they give an extended description of the human features of different places around the world?</li> <li>• Can they map land use? <ul style="list-style-type: none"> <li>• Can they compare and contrast locations</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>• Can they map land use?</li> <li>• Can they compare and contrast locations in relation to their human features with reasons?</li> <li>• <b>Can they explain how human activity has caused an environment to change?</b></li> <li>• Can they explain the term sustainable development and give examples with relation to human geography?</li> </ul>	<p>different places around the world?</p> <ul style="list-style-type: none"> <li>• Can they map land use? <ul style="list-style-type: none"> <li>• Can they compare and contrast locations in relation to their human features with reasons?</li> </ul> </li> <li>• <b>Can they explain how human activity has caused an environment to change?</b></li> <li>• Can they explain the term sustainable development and give examples with relation to human geography?</li> </ul>	<p>in relation to their human features with reasons?</p> <ul style="list-style-type: none"> <li>• <b>Can they explain how human activity has caused an environment to change?</b></li> <li>• Can they explain the term sustainable development and give examples with relation to human geography?</li> </ul>
<h3 style="color: #008080;">Year 6 Greater Depth</h3>		
<p>Can they define geographical questions to guide their research?</p> <ul style="list-style-type: none"> <li>• Can they use a range of self selected resources to answer questions?</li> </ul>	<p>Can they plan a journey to another part of the world which takes account of time zones?</p> <ul style="list-style-type: none"> <li>• Can they explain the term sustainable development and use it in different contexts?</li> </ul> <ul style="list-style-type: none"> <li>• Can they analyse population data on two settlements and report on findings and questions raised?</li> </ul>	<p>Can they plan a journey to another part of the world which takes account of time zones?</p> <ul style="list-style-type: none"> <li>• Can they explain the term sustainable development and use it in different contexts?</li> </ul> <ul style="list-style-type: none"> <li>• Can they analyse population data on two settlements and report on findings and questions raised?</li> </ul>