

Progression of Geography

Subject content	<p>EYFS: Development matters: Understanding the world</p> <ul style="list-style-type: none"> Draw information from a simple map. Recognise some environments that are different to the one in which they live. <p>ELG: People, Culture and Communities (understanding the world): Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>KS1 Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</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 United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</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 use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 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 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 		
Skills/knowledge	Reception	Year 1	Year 2
<p>Locational knowledge name and locate the world's seven continents and five oceans. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>To begin to have an understanding that the world is made up of different countries, e.g. where snack is from.</p> <p>To know about similarities and differences in relation to places</p>	<p>To begin to locate the world's seven continents and five oceans.</p> <p>To begin to name and locate the four countries and capital cities of the UK</p>	<p>To name and locate the world's seven continents and five oceans</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>
<p>Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>To look closely at similarities, differences, patterns and change.</p>	<p>To observe and describe the human and physical geography.</p>	<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.</p>
<p>Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</p>	<p>To talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>To identify daily weather in schools location</p>	<p>To discuss seasonal change and daily weather patterns in the UK e.g. daily routine and forest school</p> <p>To identify the location of hot and cold areas of the world in relation to the North and South poles.</p>	<p>To identify seasonal and daily weather patterns in the UK e.g. daily routine and forest school</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and North and south poles.</p>

<p>in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>To be exposed to vocabulary relating to human and physical geography.</p>	<p>To use vocabulary to refer to key physical and human features, including (when relevant): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>To use vocabulary to compare and contrast key physical and human features, including (when relevant): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop.</p>
<p>Geography skills and fieldwork: Geographical enquiry</p>	<p>To begin to respond to simple questions.</p>	<p>To ask and respond to simple geographical questions e.g. what is this place like?</p>	<p>To ask and answer geographical questions e.g. what and who will I see in this place? Why are these people here and what are they doing?</p>
<p>Geography skills and fieldwork: Observational skills</p>	<p>To investigate their surroundings.</p>	<p>To make observations about where things are.</p> <p>To use fieldwork and observational skills to study the geography of school and its grounds.</p>	<p>To make observations about why things happen.</p> <p>To make simple comparisons between human and physical features of different places.</p> <p>To use fieldwork and observational skills to study the key human and physical features of schools surrounding environment.</p>
<p>Geography skills and fieldwork: Interpreting sources</p>	<p>To begin to understand that countries are located in different places on a world map</p> <p>To follow directional language e.g. up, down, forwards, backwards.</p> <p>To use photographs to recognise places in school.</p> <p>To draw and follow simple picture maps of imaginary places or from stories.</p>	<p>To use world maps, atlases and globes to identify the world's seven continents and five oceans and well as the UK and its countries.</p> <p>To use locational and directional language to describe the location of features and routes on a map. E.g. near and far, left and right.</p> <p>To use photographs to recognise landmarks and basic human and physical features</p> <p>To devise simple picture maps</p>	<p>To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.</p> <p>To use simple compass directions (North, South, East and West), to describe the location of features and routes on a map.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To devise a simple map and use and construct basic symbols in a key.</p>

How will we implement Geography in our school?

- Planned teaching of geography each term through **enquiry lessons**, which is progressive and provides purpose and meaning for children.

- Children will use geography in their classrooms as part of their **daily life** at school to apply skills taught. For example, our class morning routine includes language of the month/map of continents and oceans of the world, daily weather and seasons
- **Evidence** of geography can be seen in individual pupil enquiry books (KS1), on Tapestry, class learning journey displays, on enquiry medium term planning and annotated enquiry organisers.
- Our whole school **language of the month display** and **world map** of where our families come from highlight the countries and language spoken by our pupils and where these are located in the world.
- **Class morning routines** reinforce continents and countries in KS1 (in addition to oceans in year 2), as well as languages spoken by our local community linking to language of the month.
- Termly **sparky starts** and **wow moments** provide experiences for the children in our local community and beyond.
- **Aerial photographs** on display in the research centre provide information for children on our local community.
- Weekly **Forest school** includes seasonal change, weather, human and physical features and locality/school grounds.
- Cross curricular links to **English**, e.g. non European countries and **maths**, e.g. position and direction where relevant.