



Curriculum – Geography

Progression of Knowledge and Skills in Geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

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Understanding the World...progression into Geography

ELG: People, places and communities. Children at the expected level of development will....

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.

Skill Aspects and Knowledge	Nursery age children will	Reception age children will	Links to Year 1
Locational Knowledge -Start to identify and recognise geographical features in local environment and on maps, Google Earth etc Place Knowledge -Describe their own immediate environment using knowledge from observation, books, class discussion, local walks and maps -Name the village or town where they live Human and Physical Geography -Recognise some environments that are different from the one in which they live other countries. by using images, video clips, books and vocab to bring the wider world into the classroom Geographical skills -Enabling environments-explore geographic equipment, such as globes, maps, compasses, books, photos, in their play. -Create own maps in continuous provision Awareness of Cultures and Communities -Show an understanding that other people celebrate different festivals and learn about some of them	-Talk about their family and where they live-who lives in their house as they get to know the other nursery children -Show an awareness there are other festivals around the world -Explore maps in the environment -Listen to stories about maps-E.g Me on a map in small groups -Know there are different countries in the world and talk about the differences they have experienced and seen in photos-notice and talk about the differences they notice between where they live and the COLD places we are learning about -Know there are different countries in the world and talk about the differences they have experienced and seen in photos-notice and talk about the differences they notice between where they live and the HOT places we are learning about	Talk about the immediate school environment, where things are in the school, the Road and Village the school is in. -Where do we live? Show on a local map -Begin to draw information from a simple map -Read Christmas around the World and discuss what is the same and different in other countries. Use a map on the board to show where the countries are. -Learn about celebrations in different countries (linked to past and present) Diwali, Chinese New Year-watch CBEEBIES videos -Begin to recognise some similarities and differences between life in this country and life in other countries -Recognise some environments that are different from the one in which they live E.G Arctic -Fairtrade-The World Came to My Place Today-Watch videos about food produced in different countries. Where does our food come from? -Notice different places on world map -Learn to programme a Bee Bot to move along a grid map. Use positional language-up down, left right -Engage in map drawing in play, explore compasses and real maps -Recognise some environments that are different from the one in which they live E.G Australia -Notice different places on world map	Locational Knowledge Using maps, globes and google Earth, name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas and the seven continents and five oceans Locate the hot and cold areas of the world in relation to the Equator and the North and South Poles Place Knowledge Understand similarities and differences between North Yorkshire and Sydney Human and Physical Geography Identify key human and physical features of the schools and its surrounding environment. Identify physical and human features of two small areas including the terrain, Seasons, climate, native wildlife. Geographical skills Use compass direction North, South, East, West use directional language Know that symbols are used to find important places on a map and that a key explains the symbols
Key Vocabulary	Map World Land	Map World Land	Map World/ Globe United Kingdom

	<p>Sea Spofforth Where they live Home Local landmarks-castle, church, shop, post office, school Hot Cold</p>	<p>Sea Spofforth Where they live Local landmarks-castle, church, shop, post office, school Place names; Artic, Antartica, Country names North South Similar Different</p>	<p>England/ London Ireland/ Belfast Scotland / Edinburgh Wales/ Cardiff Irish Sea North Sea English Channel Pacific Atlantic Indian Southern Arctic Asia Africa North/ South America Antarctica Europe Australia Human Physical Equator Key North, South, East, West Climate Terrain Wildlife</p>	
Possible texts	<div></div>			<p>Strong links to other subjects/areas of learning</p> <p>EYFS- Past and present</p> <p>EYFS-Communication and Language</p> <p>R.E.</p> <p>NC-Geography</p>

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Locational Knowledge The United Kingdom – countries and capital cities Continents and Oceans	Locational Knowledge The United Kingdom – Counties, human and physical features of the UK	Locational Knowledge The World's countries Lines of latitude and longitude
Place Knowledge Comparison of North Yorkshire and Sydney	Place knowledge Comparison of the UK and Greece	Place knowledge Comparison of the UK and Mexico (North America)
Human and Physical Geography Covered within locational and place knowledge	Human and Physical Geography Volcanoes, mountains and the Water cycle	Human and Physical Geography Earthquakes, climate zones, biomes, distribution of resources
Geographical skills and Fieldwork Local study – school and the surrounding village	Geographical skills and Fieldwork Four and six figure grid references Map symbols	Geographical skills and Fieldwork Local area fieldwork – traffic survey

Location knowledge

Key Stage One (Years 1&2)	Lower Key Stage Two (Years 3&4)	Upper Key Stage Two (Years 5&6)
<p>The United Kingdom – countries and capital cities</p> <ul style="list-style-type: none"> Understand how the land is used in the UK and how it has changed over time. Know that Great Britain is an island and it is surrounded by seas Know the seas around the UK: Irish Sea, North Sea, English Channel and identify these on a map and a globe. Know that there are four countries in the United Kingdom: England, Scotland, Wales, Northern Ireland and identify these on a map and a globe. Know the capital cities of the United Kingdom are: London, Edinburgh, Wales, Cardiff and Belfast <p>Continents and Oceans</p> <ul style="list-style-type: none"> Know that a continent is one of the world's seven main areas of land Name the seven continents identify these on a map and a globe Know that the ocean is a wide expanse of sea Know the names of the five oceans and identify these on a map and a globe Locate the hot and cold areas of the world in relation to the Equator and the North and South Poles (human and physical geog) 	<p>The United Kingdom – Counties, human and physical features of the UK</p> <ul style="list-style-type: none"> Understand that the UK is separated into countries and counties. Use a map to locate and name counties include our county Describe the human features of the UK (population, government, and man-made landmarks) Describe the physical features of the UK (terrain, climate and natural landmarks) Understand how the land is used in the UK and how it has changed over time. 	<p>The World's countries</p> <p>Lines of latitude and longitude</p> <ul style="list-style-type: none"> Identify the continents on a map and name the countries and capital cities in Europe. Label key countries in the other continents and begin to explore the physical and human geography of each place. Identify rainforest, Himalayan mountains on a map and discuss the differences. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place Knowledge

Key Stage One (Years 1&2)	Lower Key Stage Two (Years 3&4)	Upper Key Stage Two (Years 5&6)
Comparison of North Yorkshire and Sydney <ul style="list-style-type: none"> Identify North Yorkshire (UK) and Sydney (Australia) on a map/ globe. Identify physical and human features of N.Yorks and Sydney as well as terrain, Seasons, climate, native wildlife. 	Comparison of the UK and Greece <ul style="list-style-type: none"> Know where Greece is on the map including what continent it is in and surrounding countries and oceans. Name the key human features of Greece – capital city, currency, language, culture. Name the key physical features – climate, terrain, landmarks. Make comparisons with the U.K. 	Comparison of the UK and Mexico (North America) <ul style="list-style-type: none"> Locate Mexico on a map and understand its geographical location. Name the key human features of Mexico – capital city, currency, language, culture, government, population, trade. Name the key physical features – climate, terrain, landmarks. Make comparisons with the U.K.

Human and Physical Geography

Key Stage One (Years 1&2)	Lower Key Stage Two (Years 3&4)	Upper Key Stage Two (Years 5&6)
Comparison of North Yorkshire and Sydney Local area study <ul style="list-style-type: none"> Know that physical and human features are things that can be seen all around. Physical features are natural: mountains, rivers, hills, beach. Human features are manmade: houses, bridges, roads 	Volcanoes, mountains and the Water cycle <ul style="list-style-type: none"> Understand what a river is and the journey it takes. Begin to explain the processes of erosion, transportation and deposition. Explain how the water cycle work. Understand that the Earth is made up of layers. Explain that mountains are formed in different ways. Explain what a volcano is and how they work. name the layers. 	Earthquakes, climate zones, biomes, distribution of resources <ul style="list-style-type: none"> Understand how tectonic plates work. Identify how earthquakes occur. Understand what happens with tectonic plates move. Describe and understand key aspects of climate zones, biomes and vegetation belts. Define the term 'biome' and identify biomes of the world. Understand features of biomes, including vegetation, wildlife and climate. Describe what trade is and the difference between import and export. Explain the distribution of natural resources and why charities such as Fairtrade are important.

Geographical fieldwork and Skills

Objectives also run through the other units of study

Key Stage One (Years 1&2)	Lower Key Stage Two (Years 3&4)	Upper Key Stage Two (Years 5&6)
<p>The UK and continents and oceans</p> <ul style="list-style-type: none"> • Use compass direction North, South, East, West • Know that there are many different types of maps. Maps display information about a particular place. <p>Local area study</p> <ul style="list-style-type: none"> • Devise a simple map of the school. • use directional language to describe the location of features and routes on a map. • Know that symbols are used to find important places on a map and that a key explains the symbols. • Recognise landmarks from aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Spofforth/ Follifoot Village. 	<p>Taught through the other units of study using the following objectives:</p> <ul style="list-style-type: none"> • Understand that the UK is separated in countries and counties. • Use a map to locate and name counties include our county • Identify a river and mountain on an atlas using grid references and symbols. • Know where Greece is on the map including what continent it is in and surrounding countries and oceans. <p>NC - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Four and six figure grid references</p> <p>Map symbols</p> <ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <p>Also taught through OAA in P.E. and developed during Outdoor Residential Trips.</p>	<p>Taught through the other units of study using the following objectives:</p> <ul style="list-style-type: none"> • Identify the continents on a map and name the countries and capital cities in Europe. • Label key countries in the other continents and begin to explore the physical and human geography of each place. • Identify rainforest, Himalayan mountains on a map and discuss the differences. • Locate Mexico on a map and understand its geographical location. • Identify climate zones and biomes on a map. <p>NC – use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Local area fieldwork – traffic survey</p> <ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Also linked to Science topic 'Earth and Space', OAA in P.E. and Outdoor Residential Trips.</p>