



St Walburga's Catholic Primary School
Whole School Geography Progression Overview



EYFS

Early Learning Goal / EYFS Ages and Stages: Understanding the world/The world

- Shows interest in different occupations and ways of life.
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Describe their immediate environment using knowledge from observations, 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 maps.

Early learning goal: The world

Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.

Key stage 1

Subject content Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

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

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

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 in relation to the Equator and the North and South Poles
- 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

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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 Geography – key stages 1 and 2 3
- 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.

Key Stage 2

Subject content Key stage 2

Key stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography
- 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

This document aims to give guidance on the progression of Geography knowledge, skills and techniques across the year groups. It can also be used to differentiate work and expectations appropriately for children working above and below ARE.

Potential GDS pupils should also be encouraged to answer a good range of geographical questions relating to location of countries and continents of the world as well as their human and physical features. They should also try to investigate the local area/grounds to answer questions and record their findings in a geographical way that is an appropriate medium and be able to complete maps, drawings and grid references with detail for a wide amount of purposes.

Teaching Sequence in Geography– scheme of lessons following Geography process (this may be adapted)

1. Initial stimulus – the motivation to find out more and think geographically
2. Use past geographical knowledge to make connections
3. Complete activities that develop ability to think geographically
4. Sort and represent your information through verbal and written representation
5. Reflect on what you have learnt geographically through discussion

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LOCATIONAL KNOWLEDGE	<p>Know where you live</p> <p>-draw your house /make model of house</p> <p>How do you get to school?</p> <p>What do you notice on your journey to school?</p> <p>Can you sequence what you see on a walk?</p> <p>Walk in local area-what do you notice?</p> <p>How is the beach different to where you live?</p>	<p>MAP</p> <p>Find the UK on a map and label the 4 countries and know the flags</p> <p>Use compass directions NSEW</p> <p>LOCATION</p> <p>Locate North and South Pole</p> <p>Think about what it is like to live in a cold place and draw and label ideas</p> <p>Where is Bournemouth?</p>	<p>MAP</p> <p>Point out the UK on a map and label the 4 countries and capital cities</p> <p>Identify the continents and oceans of the world</p> <p>LOCATION</p> <p>Compare 2 places to live one in the UK and one in a different country (Peru)</p> <p>Look at a place in the past and compare it to now and how it has changed</p>	<p>MAP</p> <p>Locate European countries on a map and show features like mountains, rivers and cities</p> <p>Say if a country is NSE or W of the equator</p> <p>LOCATION-VOLCANOES</p> <p>Locations/causes/process/effects/life after</p> <p>Draw diagrams /experiment</p> <p>STONE AGE_ IRON AGE</p> <p>Settlements/land use/compare to today</p>	<p>MAP</p> <p>Label countries /continents/cities in the northern and southern hemisphere</p> <p>Identify climate zones</p> <p>Investigate cause of global warming and its effects and changes we can make</p> <p>LOCATION</p> <p>South America – Rainforest - structure/climate /biome/habitats /plants/animal /resources</p> <p>Impact of deforestation</p> <p>ID 2 different hemispheres and their climates</p>	<p>MAP-</p> <p>Use 4 fig grid ref to locate places (China)ID symbols to explain geographical features of place and locate features river/mountains)</p> <p>ID human/physical features</p> <p>Label maps with all features</p> <p>Ask and answer questions about it</p> <p>LOCATION</p> <p>Compare 3 locations in the UK to each other and say how they have changed over time-</p> <p>(Bournemouth/Liverpool/Keswick)</p> <p>answer geographical questions e.g. land use</p>	<p>MAP</p> <p>Use 6 fig grid ref/digital mapping to locate countries /physical -human features in the world/longitude and latitude</p> <p>Explain how features may have changed over time.</p> <p>CLIMATE</p> <p>Describe world climates/tropics/hemisphere /Equator/biomes/ tundra</p> <p>LOCATION</p> <p>Study a region- (Baghdad)</p> <p>Physical/human features/population/ tourism- relate features to activities/events that take place</p>
PLACE KNOWLEDGE	<p>Draw a simple map</p> <p>Learn about places far away/people/food/ travel</p> <p>Say what is similar /different to where they live</p>	<p>ID basic physical features on a map- beach/forest/river...</p> <p>What landmarks are in Bournemouth?</p> <p>Describe human features of a place - city/town/farm/shop ...</p> <p>Draw and record weather at different times of the year</p> <p>Note changes in seasons- weather/clothes/activities</p>	<p>Where are the hottest and coldest places in the world: ID equator and places on it</p> <p>Describe physical /human features of place using geographical vocabulary- season/weather/beach/ mountain...</p> <p>City/village/farm ...</p>	<p>ITALY</p> <p>Look at pictures in Europe and describe the features that you see</p> <p>Identify key landmarks</p> <p>Compare and contrast UK to Italy (physical and human)</p>	<p>SETTLEMENTS(Roman)</p> <p>Label and explain</p> <p>What is there/choice of location/resources/tools</p> <p>Compare area to today- how has it changed and why?</p> <p>Compare trade in the area then and now</p>	<p>RIVERS</p> <p>Use language of rivers: deposition/transportation/erosion (recap on Amazon year 4)</p> <p>Describe process of rivers/water cycle and how usage has changed</p> <p>Describe the effects of deforestation</p> <p>ID trade links around the world and where food comes from- debate/discuss fair trade</p> <p>Study China maps/land/distribution of resources</p> <p>Look at trade in China compare to Ancient China</p>	<p>NATURAL DISASTERS</p> <p>Cause/impact</p> <p>Compare maps of Baghdad modern day/Golden Age - explain reasons why things have changed and draw conclusions- in particular look at one building</p> <p>Compare maps of Saxon Villages to today</p> <p>Look at UK trade with other countries and think</p>

							about/investigate impact of BREXIT
SKILLS AND FIELD WORK	<p>Give and follow directions</p> <p>Programme floor toys</p> <p>Follow a trail (Moors Valley)</p>	<p>Local area:</p> <p>Walk near school – note down shops /bus stops/church ...</p> <p>Take photos on your walk and pick relevant things up – leaves...</p> <p>Make a simple map of your walk using above</p> <p>Create 3D aerial map of your walk as a class e.g. using blocks</p>	<p>Follow a map using NSEW</p> <p>Describe the location of features on a map</p> <p>Observe features around the school- plants/animals/traffic and compare to other local areas by visiting somewhere else on a walk (park)</p> <p>Sketch your trip to the park and create a map directing others</p>	<p>Describe location of school</p> <p>Draw a map of school for a tour for future parents with a key</p> <p>Look at aerial photo of school and ID features</p> <p>Survey of area near school – buildings/parks ...Create a guide for house buyers.</p> <p>Weather survey of grounds: wind/rain/sun</p>	<p>Look at local map use 4 fig grid refs to describe location of features</p> <p>ID symbols on maps</p> <p>Visit a temperate forest- Moors Valley - collect data- animals/leaves/trees/flora and fauna/temperature.</p> <p>Compare and contrast your data to what you have found out about rainforests.</p>	<p>RIVER STUDY-River Stour</p> <p>Visit a river –</p> <p>Note down location/features/land use nearby/compare to the past/record measurements of river</p>	<p>LOCAL SURVEY (Beach visit)</p> <p>Hengistbury Head</p> <p>Collect information linked to erosion - cause /impact. Present results</p> <p>Explain how you can use this information and create a new idea possibly to solve a problem based on this by making comparisons to similar situations</p> <p>Report /conclusion</p>