



Westleigh Methodist Primary School

Geography Progression of Skills and Knowledge

With God, all things are possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



Early Years Foundation Stage Statutory Framework/ Early Learning Goals

Educational Programme

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goals – Understanding the World

ELG: People, Culture and Communities

- 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.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

National Curriculum

Purpose of study

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.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

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
- 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

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

	2 – 3 years	3-4 years	Reception	KS1	LKS2	UKS2
To investigate places	<ul style="list-style-type: none"> • Explore natural materials indoors and outdoors • Use all their senses in hands-on exploration of natural materials • Begin to understand the need to respect and care for the natural environment and all living things. • Explore the natural world around them. • 	<ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • 	<ul style="list-style-type: none"> • Explore the natural world around them. • Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> • 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. <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. • Use simple fieldwork and observational skills to study the 	<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 and 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 (such as: maps, 	<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 (such as: maps, diagrams, globes, aerial photographs and digital/ computer mapping) to give detailed descriptions and opinions of the characteristics features of a location. • Use different types of fieldwork sampling to observe, measure and record the

				<p>geography of the school and the key human and physical features of its surrounding environment.</p> <ul style="list-style-type: none"> • 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 and oceans. 	<p>diagrams, globes, aerial photographs and digital/ computer mapping) to identify the key physical and human features of a location.</p> <ul style="list-style-type: none"> • Name and locate countries 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. 	<p>human and physical features in the local area. Record the results in a range of ways including sketch maps, plans and graphs and digital technologies.</p> <ul style="list-style-type: none"> • 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.
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<p>To investigate patterns</p>	<ul style="list-style-type: none"> • Recognise some environments that are different from the one in which they live • Recognise some similarities and differences between life in this country and life in other countries • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • 	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<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. 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<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 date 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
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						geographical regions are interconnected and independent.
To communicate geographically	<ul style="list-style-type: none"> • Draw information from a simple map 	<ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Talk about what they see, using new vocabulary heard in discussions and texts (fiction and non-fiction). • Describe their immediate environment by discussing what they can see 	<ul style="list-style-type: none"> • Draw information from a simple map • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 	<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>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.</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</p>	<p>Describe key aspects of: Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including: settlements and land use.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>Use the eight points of a compass, four-figure and six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>

Support

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> • Extend skills to enable exploration of the world. • Handle artefacts and materials that are given. • Know that certain actions produce predictable results. • Know familiar places and people and what they are there for. • Use gestures, signs, symbols or single words to communicate knowledge. 	<ul style="list-style-type: none"> • Consolidate a sense of place and direction. • Show awareness (through gestures, signs, symbols or words) of significant differences between specific physical/ natural and human/ made features of places. • Answer simple questions about places and people. • Start to sort and classify objects in terms of simple features of properties. 	<ul style="list-style-type: none"> • Understand the differences between the physical/ natural and human/ made features of places. • Use pictures or symbols to show familiar places and what they are for. • Answer simple questions about places and people. 	<ul style="list-style-type: none"> • Communicate preferences about the physical/ natural and human/ made features of places. • Begin to use symbols to represent direction and represent and record key features of a place using models or symbols. • Show awareness of caring for the immediate environment. 	<ul style="list-style-type: none"> • Recognise the physical/ natural and human/ made features of places. • Use simple geographical language to communicate ideas about various locations, functions and roles. • Use resources that are given along with own observations to respond to simple questions about places and people. • Recognise simple symbols or representations on maps and plans. • Show some understanding of environmental awareness and how it relates to everyday life. • Express views on features of the environment found attractive or unattractive. 	<ul style="list-style-type: none"> • Talk about features of the immediate environment and how environments may differ from one another. • Know about similarities in relation to places, objects, materials and living things. • Make observations about animals and plants and explain why some things occur. • Talk about changes in environment.

Challenge (Years 7, 8 and 9)

To investigate places	To investigate patterns	To communicate geographically
<ul style="list-style-type: none">• Interpret Ordnance Survey maps in the classroom and the field, including using six-figure coordinates and scale, topographical and other thematic mapping and aerial and satellite photographs.• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.• Use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.• Analyse and interpret different data sources.	<ul style="list-style-type: none">• Understand geographical similarities and differences through the study of human and physical geography of a region or area within Africa.• Understand the physical geography relating to: glaciation, plate tectonics, rocks, soils, weathering, geological timescales, weather and climate, rivers and coasts.• Understand human geography relating to: population, international development, economic activity in the primary, secondary, tertiary and quaternary sectors, urbanisation and the use of natural resources.• Understand how human and physical processes interact to have an impact on the form of distinctive landscapes.	<ul style="list-style-type: none">• Communicate knowledge of complex geographical systems.