

Geography Progression

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 framework 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

Key Reception Year Education programmes/Development Matters	NC Key Objectives Coverage in KS1	NC Key Objectives Coverage in LKS2	NC Key Objectives Coverage in UKS2
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.	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 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	

• draw information from a simple map • understand that some places are special to members of their community • recognise some similarities and differences between life in this country and life in other countries • explore the natural world around them • describe what they see, hear and feel whilst outside • recognise some environments that are different from the one in which they live • understand the effect of changing seasons on the natural world around them <i>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</i>	<u>Locational Knowledge</u> (To investigate location and places) To name and locate the seven continents and five oceans To name and identify characteristics of the four countries and capital cities of the UK and its surrounding seas To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country	<u>Locational Knowledge</u> (To investigate location and places) To locate the worlds countries, focussing on Europe including Russia, concentrating on environmental regions, key physical and human characteristics, and major cities. To name and locate counties and cities in the UK, geographical regions and some topographical features (hills, mountains, coasts, rivers) To identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn To understand geographical similarities and differences through the study of human and physical geography of a region of the UK with a region of a European Country	<u>Locational Knowledge</u> (To investigate location and places) To locate the worlds countries including North and South America concentrating on environmental regions, key physical and human characteristics and major cities To understand geographical similarities and differences through the study of human and physical geography of a region of the UK with North and South America. To name and locate counties and cities in the UK, geographical regions and some topographical features (hills, mountains, coasts, rivers) as well as land use patterns and understand how these have changed over time To identify position and significance of latitude, longitude, Arctic and Antarctic Circle. The Prime/Greenwich Meridian and time zones
<i>Familiarise children with the name of the road, and or village, town or city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</i> <i>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</i> <i>Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</i> <i>Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations.</i> <i>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.</i>	<u>Human and Physical Geography</u> (To understand physical and human processes) To understand seasonal and daily weather patterns in the UK To understand location of hot and cold areas of the world in relation to the Equator and North and South poles To use basic geographical vocabulary referring to key physical and human features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human: city, town, village, factory, farm, house, office, port, harbour, and shop	<u>Human and Physical Geography</u> (To understand physical and human processes) To describe and understand key aspects of physical geography: climate zones, river, mountains and the water cycle. To describe and understand key aspects of human geography: types of settlement and land use	<u>Human and Physical Geography</u> (To understand physical and human processes) To describe and understand key aspects of physical geography: biomes and vegetation belts, volcanoes and earthquakes. To describe and understand key aspects of human geography: economic activity including trade links, distribution of natural resources (energy, food minerals and water)

<i>Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</i> <i>Provide children with have frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children the freedom to touch, smell and hear the natural world around them during hands-on experiences.</i> <i>Create opportunities to discuss how we care for the natural world around us.</i> <i>Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</i> <i>Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</i> <i>Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.</i> <i>Teach children about a range of contrasting environments within both their local and national region.</i> <i>Model the vocabulary needed to name specific features of the world, both natural and made by people.</i> <i>Share non-fiction texts that offer an insight into contrasting environments.</i> <i>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</i> <i>Guide children's understanding by draw children's attention to the weather and seasonal features.</i>	<u>Geographical Skills</u> (to interpret a range of geographical information) To use world maps, atlases and globes to identify the UK and its countries as well as any other countries studied To use simple compass directions (NESW) and simple directional language to describe the location of features and routes on a map To 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 <u>Fieldwork</u> To use simple fieldwork and observational skills to study the geography of the school and its grounds To study the key human and physical features of the schools surrounding environment <u>To communicate geographically</u> To devise a simple map using basic symbols and a key To describe the location of features and routes on a map	<u>Geographical Skills</u> (to interpret a range of geographical information) To use maps, atlases, globes, digital mapping to locate countries studied To use 8 points of a compass and 4 figure grid references To use simple symbols and keys on OS maps <u>Fieldwork</u> To use fieldwork to observe, measure and record human and physical features in the local area <u>To communicate geographically</u> To create maps using symbols and keys in the local area (build their knowledge of the UK and the wider world)	<u>Geographical Skills</u> (to interpret a range of geographical information) To use maps, atlases, globes, digital mapping to locate countries studied To use 8 points of a compass and 6 figure grid references To use symbols and keys on OS maps to build knowledge of the UK and the wider world <u>Fieldwork</u> Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways (sketch maps, plans, graphs and digital technologies) <u>To communicate geographically</u> Create maps of location identifying pattern (such as: land use, climate zones, population densities, height of land)
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Not explicitly as written on the NC but useful information/ideas