



Leighswood Curriculum Progression Map - Geography

EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Early Learning Goals</p> <ul style="list-style-type: none"> Children know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. 	<p>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. 	<p>Pupils should be taught to:</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> 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). <p>Place Knowledge</p> <ul style="list-style-type: none"> 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. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> - 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. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> 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.



Intent

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Implementation

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom.

Impact

All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge		Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe and North America.		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.	
		Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
		name and locate the world's seven continents	name and locate the world's seven continents and five oceans;	locate the world's countries, using maps to focus on Europe (including Russia) concentrating on environmental regions and key physical and human characteristics;	locate the world's countries, using maps to focus on North America concentrating on environmental regions and key physical and human characteristics	use maps to locate the world's countries with a focus on Eastern Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;	use maps to locate the world's countries with a focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
		Identify the countries and capital cities of the United Kingdom	Identify the countries and capital cities of the United Kingdom and surrounding seas;	Name and locate local counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;	Name and locate counties and major cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;	Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;	
				Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.	Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones;	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;	
	use key vocabulary to demonstrate knowledge and understanding in this strand: Europe, Asia, Africa, North America, South America, Australia United Kingdom, England, Scotland, Wales, London, Belfast, Cardiff, Edinburgh, capital city	use key vocabulary to demonstrate knowledge and understanding in this strand continent, , Europe, Africa, Asia, Australasia, North America, South America, Antarctica.: Atlantic, Pacific, Artic, Indian, Southern Irish sea, celtic sea, English channel, north sea, Northern Ireland, town, city, village, sea, beach, hill, mountain, , world map, ocean	use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	use key vocabulary to demonstrate knowledge and understanding in this strand:	use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.	use key vocabulary to demonstrate knowledge and understanding in this strand:	



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge		Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.		Children can 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. They begin to develop the skills of comparing regions, by focusing on specific features.		Children develop their analytical skills by comparing areas of the UK with a region in a European country, and a region within North or South America. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.	
		Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
			compare the UK with a contrasting country in the world; Whitby /	understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;		understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America	
		compare a local city/town in the UK LONDON with a contrasting city/town in a different country;			explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;		understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;
				understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;			
					explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;		
		use key vocabulary to demonstrate knowledge and understanding in this strand: compare, country, population, weather, similarities, differences, farming, river, desert, volcano.	use key vocabulary to demonstrate knowledge and understanding in this strand: capital city South America, London, Brasilia, China, Asia, Africa, Kenya, Nairobi, culture	use key vocabulary to demonstrate knowledge and understanding in this strand: physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.	use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire	use key vocabulary to demonstrate knowledge and understanding in this strand: Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.	use key vocabulary to demonstrate knowledge and understanding in this strand: latitude



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography		Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.		Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.		Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.	
		Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
		Identify seasonal and daily weather patterns in the United Kingdom	Looking at the differing weather conditions in North and South Poles Climate change	Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes	Physical geography including: the water cycle and types of mountains	physical geography including: climate zones, biomes and vegetation belts,	
		Locate 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, forest, hill, mountain, sea, ocean, river, soil, season and weather;				
		use basic geographical vocabulary to refer to key human features including: farm, house, office, and shop	use basic geographical vocabulary to refer to key human features including: city, town, village, port, harbour, factory	human geography, including: types of settlement and land use; city, town, village, hamlet, camp		human geography, including:, and the distribution of natural resources including energy, food, minerals and water;	Human geography: types of settlement and land use, economic activity including trade links
			use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, pollution, settlement, settler, site, need, shelter, food.	use key vocabulary to demonstrate knowledge and understanding in this strand: climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, peak, plateau, fold mountain, fault-block , volcanic plateau	use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass,	use key vocabulary to demonstrate knowledge and understanding in this strand: origin, import, export, trade, efficiency, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental.	



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills and Fieldwork		Children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.		They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)		Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns. Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.	
		Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
		use world maps, atlases and globes to identify the countries and continents studied at this key stage;	use world maps, atlases and globes to identify the oceans studied at this key stage;	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;	use maps, atlases, globes and digital/computer mapping to locate countries and describe features;	
		devise a simple map; and use and construct basic symbols in a key;	use simple compass directions and locational and directional to describe the location of features and routes on a map;	use symbols and keys to build their knowledge of the United Kingdom and the wider world; http://resources.hwb.wales.gov.uk/VTC/2008-09/geography/gis/index.html	use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;	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 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 and present the human and physical features in the local area using sketch maps, plans and digital technologies;	use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;	use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;	use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
		use simple fieldwork and observational skills to study the surrounding area,	use simple fieldwork and observational skills to study key human and physical features, using a range of methods;				
	use key vocabulary to demonstrate knowledge and understanding in this strand: plan, record, observe, aerial view, key, map, symbols, direction, route, journey, the UK, changes, world map, country, continent,	use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West human, physical. tally chart, pictogram position	use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, coordinates.	use key vocabulary to demonstrate knowledge and understanding in this strand: urban, rural, population, contour line, grid reference	use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.	use key vocabulary to demonstrate knowledge and understanding in this strand:	