

Damers First school - Geography progression of knowledge

	Foundation	Year 1	Year 2	Year 3	Year 4
	<p>Ourselves and where I live</p> <p>Local Area</p> <p>China.</p> <p>Where we live- UK Farming</p> <p>Traditional tales From around the world.</p>	<p>Weather, hot and cold areas of the world, maps</p> <p>Oceans and continents</p> <p>Maps</p> <p>Local Area</p> <p>Physical and human features</p> <p>Maps</p>	<p>Comparative study of Kenya.</p> <p>Polar Regions</p> <p>Maps and Bees</p>	<p>Italy, volcanoes and mountains</p> <p>Rainforest</p> <p>Jurassic Coast</p>	<p>India</p> <p>Local area, maps, Jurassic Coast</p>
Vocabulary and Key concepts	<p>weather, hot, cold, soil, here, there, near, far, season, world, town, village, countryside, farm, factory, house, hill, sea, beach, map, globe. England, Dorchester, country. Dorset</p>	<p>Weather, season, near, far, wet, sunny, hot, dry, cold, house, school, street, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, valley, pacific, atlantic, antarctic, indian, southern, oceans, mountain, river, atlas, globe, map, left, right continent (including names),</p>	<p>Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe</p>	<p>Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non European</p>	<p>Continue to develop vocabulary: rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle</p>
Map skills	<p>Provide play maps, local area maps and small world equipment for children to create their own environments.</p>	<p>-Follow directions; up/down, left/right, behind/in front of -Use own symbols on imaginary maps -Use relative vocab; bigger/smaller, like/unlike -Draw picture maps of imaginary places and from stories. -Talk about own maps.</p>	<p>-Follow directions; North, East, South, West. -Use class agreed symbols on simple map. -Spatial matching; match the same area eg. continent on a larger map. -Make a representation of a real or imaginary place -Use a plan and infant atlas to help create simple maps.</p>	<p>-Use pairs of coordinates and four compass points. -Introduce need for a key and standard symbols. -Spatial matching, boundary matching; eg. country boundary on a different scale map. -Make a map of a short route with features in the correct order. -Use larger scale map outside/use maps of other localities.</p>	<p>-Begin to use 4-figure grid reference to locate features on a map. -Introduce need for a key and standard symbols. -Make own maps of real places with increasing accuracy. -Use a variety of maps of different scale to locate places.</p>
Enquiry skills	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talk about the features of their own immediate environment and how environments might vary from one another. Provide stories that help children to make sense of different environments.</p>	<p>Use resources provided and their own observations to respond to questions about places.</p>	<p>Select information from resources provided. Use this information and their own observations to ask and respond to questions about places.</p>	<p>Use skills and sources of evidence to respond to a range of geographical questions. Offer reasons for some of their observations and judgements about places. Offer explanations for the location for some human and physical features in different localities.</p>	<p>Use skills and sources of evidence to respond to a range of geographical questions. Offer reasons for some of their observations and judgements about places. Offer explanations for the location for some human and physical features in different localities.</p>

<p>Field work</p>	<p>Arouse awareness of features of the environment in the setting and immediate local area, e.g. walk around local area Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds surrounding devise a simple map; maps of school playgrounds, map journey to school, look at aerial photographs.</p>	<p>Plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key. 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. and the key human and physical features of its environment.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Begin to 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.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references. Use fieldwork to observe, measure 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.</p>
<p>Place and locational knowledge</p>	<p>Use the local area for exploring both the built and the natural environment. Understand the difference between natural environment and manmade. Know the difference between land and water</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Understand the difference between human and physical geography.</p>	<p>Name and locate the surrounding seas of the United Kingdom. Name and locate the world's seven continents and five oceans Understand and study the difference between human and physical geography with a study of a contrasting location (Kenya)</p> <p>Know the basic compass directions (north east south, west).</p>	<p>Name and locate several countries in Europe including France, Germany, Spain and Italy</p> <p>Identify capital cities of Europe.</p> <p>Name cities of the UK and the human and physical characteristics.</p> <p>Identify and locate highest mountains/volcanoes in the world. Compare with UK.</p> <p>Locate north and south Americas</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions (habitats link).</p> <p>Locate and name the main counties and cities in England.</p> <p>Locate and name the main counties and cities in/around Dorchester and Dorset</p> <p>Locate a key country- India</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Identify and locate largest deserts in the world.</p>
<p>Human and Physical geography</p>	<p>Shows care and concern for the environment. Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles, Desert/Polar region</p>	<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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles, Desert/Polar region</p>	<p>Describe and understand key aspects of local coast line.</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>Human geography including trade links in the Pre-roman and Roman era. Recap Yr 3 roman learning.</p> <p>Describe and understand key aspects of :</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>

National Curriculum Progression- Geography

Level Expected at end of EYFS:

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

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.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.