



<b>Geography</b>	
<b>Level Expected at the End of EYFS</b> We have selected the Early Learning Goals that link most closely with the Geography National Curriculum. <b>Understanding the World (People, Culture and Communities)</b> - 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. <b>Understanding the World (The Natural World)</b> - Know similarities and differences between the natural world around them and contrasting environments, drawing on 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.	
<b>Key Stage 1 National Curriculum Expectations</b> <b>Locational Knowledge</b> Pupils should be taught to: <ul style="list-style-type: none"><li>• name and locate the world’s seven continents and five oceans;</li><li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li></ul> <b>Place Knowledge</b> Pupils should be taught to: <ul style="list-style-type: none"><li>• 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.</li></ul> <b>Human and Physical Geography</b> Pupils should be taught to: <ul style="list-style-type: none"><li>• 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;</li></ul>	<b>Key Stage 2 National Curriculum Expectations</b> <b>Locational Knowledge</b> Pupils should be taught to: <ul style="list-style-type: none"><li>• 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;</li><li>• 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;</li><li>• 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).</li></ul>



- 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.

### **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.



<b>Geography</b>				
<b>Key Skills</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills &amp; fieldwork</b>
Year 1	<p>Name and locate the world's seven continents and five oceans. <b>(Treasure Island) (A Day in the Life)</b></p> <p>Name and locate the four countries and capital cities of the United Kingdom. <b>(Treasure Island)</b></p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <b>(Treasure Island) (A Day in the Life)</b></p>	<p>Identify seasonal and daily weather patterns in the United Kingdom. <b>(Treasure Island)</b></p> <p>Use basic geographical vocabulary to refer to key physical features and human features. <b>(Treasure Island) (A Day in the Life) (The Circus is coming to Town)</b></p>	<p>Use world maps. <b>(Treasure Island) (The Circus is coming to Town)</b></p> <p>Use simple locational and directional language (near and far; left and right) <b>(Treasure Island) (A Day in the Life) (The Circus is coming to Town)</b></p> <p>Use simple fieldwork and observational skills to study the geography of their school <b>(Treasure Island) (A Day in the Life)</b></p>
Year 2	<p>Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <b>(From A to B) (Buildings)</b></p>	<p>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. <b>(From A to B) (Buildings)</b></p>	<p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles. <b>(From A to B) (Buildings)</b></p> <p>Use more basic geographical vocabulary to refer to key physical features and human features. <b>(From A to B) (Buildings)</b></p>	<p>Use world maps, atlases and globes to identify the UK, its countries, counties. <b>(From A to B) (Buildings)</b></p> <p>Use simple compass directions. <b>(From A to B) (Buildings)</b></p> <p>Use aerial photographs and plans to recognise landmarks to devise a simple map. <b>(From A to B) (Buildings)</b></p> <p>Use simple fieldwork and observational skills to study the geography of the key human and physical features of the schools surrounding environment <b>(From A to B) (Buildings)</b></p>



<b>Geography</b>				
<b>Key Skills</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills &amp; fieldwork</b>
Year 3	<p>Know about the local area. <b>(Island Life)</b></p> <p>Describe simply where places are beyond the local area. <b>(Island Life)</b></p>	<p>Describe what gives the local area character and simply describe what other places are like beyond this area. <b>(Island Life)</b></p>	<p>Observe and describe physical and human features of the local area and other places. <b>(Island Life)</b></p> <p>Begin to compare these features to another place beyond the local area. <b>(Island Life)</b></p> <p>Begin to understand how people effect the environment. <b>(Island Life)</b></p>	<p>Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments. <b>(Island Life)</b></p> <p>Begin to use Geographical words. <b>(Island Life)</b></p>
Year 4	<p>Know about the local area and begin to appreciate the importance of wider geographical location in understanding places. <b>(Different Places, Similar Lives)</b></p> <p>Begin to describe and compare features of different locations and offer explanations for the locations of some of those features. <b>(Different Places, Similar Lives)</b></p>	<p>Be aware that different places may have both similar and different characteristics. <b>(Different Places, Similar Lives)</b></p>	<p>Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments. <b>(Different Places, Similar Lives)</b></p> <p>Recognise how people try to improve and keep environments. <b>(Different Places, Similar Lives)</b></p>	<p>Use skills and evidence to answer a range of geographical questions. <b>(Different Places, Similar Lives)</b></p> <p>Begin to investigate answers and use the correct vocabulary to share findings. <b>(Different Places, Similar Lives)</b></p>



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<b>Key Skills</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills &amp; fieldwork</b>
Year 5	Know more about the features of a variety of places around the world from local to global. <b>(Earth as an Island) (AD900)</b>	Understand more about the links between different places and that some places depend on each other. <b>(Earth as an Island)</b>	Describe and begin to explain geographical patterns and a range of physical and human processes. <b>(Earth as an Island)</b>  Recognise that these interact to affect the lives and activities of people living there. <b>(Earth as an Island)</b>  Understand how people can both improve and damage the environment. <b>(Earth as an Island)</b>	Draw on knowledge and understanding to suggest suitable geographical enquiry questions. <b>(Earth as an Island)</b>  Suggest an appropriate sequence of events and use geographical skills to conduct an enquiry. <b>(Earth as an Island)</b>  Communicate findings using the appropriate vocabulary. <b>(Earth as an Island)</b>
Year 6	Know more about the features of a variety of places around the world from local to global and in different parts of the world. <b>(Going Global)</b>	Understand about the links and relationships between different places and that make places dependent on each other. <b>(Going Global)</b>	Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places. <b>(Going Global)</b>  Describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places. <b>(Going Global)</b>	Explain own views <b>(Going Global)</b>  Suggest own geographical enquiry. Select and use appropriate skills to conduct enquiry. <b>(Going Global)</b>  Present findings both graphically and in writing to reach a conclusion and evaluate the information. <b>(Going Global)</b>

## Boothferry Primary School progression map



### 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 IPC units offer a range of opportunities for investigating places around the world as well as physical and human processes.

The coverage of geography in **KS1** through topics such as 'Treasure Island', 'A Day in the Life', and 'A to B' provides opportunities to develop and consolidate knowledge and skills in the core geographical areas of locational and place knowledge, human and physical geography as well as key geographical skills and fieldwork. In **KS2**, units of work such as 'Island Life', 'Gateways to the World', 'Different places Similar live's, 'Earth as an Island' and 'Going Global' offer further opportunities to develop and consolidate knowledge and skills in the core geographical areas of locational and place knowledge, human and physical geography as well as key geographical skills and fieldwork.

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.

In order for children to know more and remember more in each area of geography studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. Revision should become part of good practice and ultimately help to build a depth to their historical understanding. Through revisiting and consolidating skills, our lessons and resources and display material help children build on prior knowledge alongside introducing new skills and challenge. The IPC have suggested a specific series of lessons for each unit, which will offer structure and narrative but are by no means to be used exclusively, rather to support planning and to ensure National Curriculum content coverage. The diagram right demonstrates our approach to teaching each unit: The revision and introduction of key vocabulary should also be built into each lesson. This vocabulary should then be included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise to deepen their geographical knowledge

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. 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

We believe that the impact of our curriculum is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. 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. Impact can also be measured through key questioning skills built into lessons and formative assessment rubrics (aimed at targeting next steps in learning) which will lead to end of year summative assessments and end of year subject reviews that will inform the following year's action plan.