



**Progression 2021-22**

**Subject: Geography**

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

|        | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
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| EYFS   | <p style="text-align: center;"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>  |  |   | <p style="text-align: center;"><b>Reception</b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> |   |  |
|        | <p><b>ELG</b></p> <p><b><u>People Culture and Communities</u></b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> <p>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.</p> |  |   |  |   |  |
| Year 1 | <p style="text-align: center;"><b>History focus</b></p>  | <p><b>Geography Knowledge:</b><br/><i>Locational knowledge</i></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and it's surrounding seas.</p> <p><b>Geographical skills and fieldwork:</b><br/>Use world maps, atlases and globes to identify the UK and it's countries and surrounding oceans. Use information books/pictures as sources of information. Learn names of some places within/around the UK.</p> | <p style="text-align: center;"><b>History focus</b></p> | <p><b>Geography Knowledge:</b><br/><i>Human and Physical geography</i></p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p><b>Geographical skills and fieldwork:</b><br/>Use relative vocabulary and draw picture maps. Use picture maps and globes to identify the Equator and North and South Pole.</p>   | <p style="text-align: center;"><b>History focus</b></p> | <p><b>Geography Knowledge:</b><br/><b>Local area</b></p> <p>Use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of it's surrounding area.</p> <p><b>Geographical skills and fieldwork:</b><br/>Investigate their surroundings, make observations about where things are e.g. within school or local area, follow directions to move around the school and use own symbols.</p> |

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|        | <p><b>Human and Physical geography:</b><br/>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• Key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop</li> </ul> |   |                             |   |  |
| Year 2 | <p><b>History focus</b></p>   | <p><b>Geography Knowledge:</b><br/><i>Locational knowledge</i></p> <p>Name and locate the world's seven continents and five oceans.</p> <p><b>Geographical skills and fieldwork:</b><br/>Use world maps, atlases and globes to identify the UK and it's countries, as well as the countries, continents and oceans studied at this key stage. <b>Begin to spatially match places – recognise UK. Children encouraged to ask simple geographical questions; where is it? What's it like?</b></p> | <p><b>History focus</b></p> | <p><b>Geography Knowledge:</b><br/><i>Place knowledge</i></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (<b>London</b>), and of a small area in a contrasting non-European country (<b>Beijing</b>).</p> <p><b>Geographical skills and fieldwork:</b><br/><b>Use non fiction books, stories, maps, pictures and internet as sources of information, locate and name on a UK map major features.</b></p>   | <p><b>History focus</b></p> <p><b>Geographical skills and fieldwork:</b><br/><b>Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols as a key.</b><br/><b>Use simple compass directions (N,S,E,W) and locational and directional language (near, far, left, right), to describe the location of features and routes on a map.</b><br/>Use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of it's surrounding area.</p> |
|        | <p><b>Human and Physical geography:</b><br/>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• Key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop</li> </ul> |   |                             |   |  |
| Year 3 | <p><b>History focus</b></p>   | <p><b>Geography Knowledge:</b><br/><i>Locational knowledge</i></p> <p>Locate the world's countries, using maps to focus on <b>Europe (including the location of Russia)</b> concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>Geographical skills and fieldwork:</b><br/>Use maps, atlases and globes and <b>digital/computer mapping to locate countries and describe features studied.</b></p>                      | <p><b>History focus</b></p> | <p><b>Geography Knowledge:</b><br/><i>Study of a European country: Spain - Catalonia</i><br/><i>Place knowledge</i></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p><b>Human and physical geography:</b><br/>Describe and understand key aspects of:<br/>Physical geography: climate, biomes, vegetation belts, food, water<br/>Human geography: types of settlements and land use, economic activity including trade links</p> <p><b>Geographical skills and fieldwork:</b><br/>Use non fiction books, stories, atlases, pictures and internet as sources of information, <b>analyse</b></p> | <p><b>History focus</b></p> <p><b>Geography Knowledge:</b><br/><i>Extreme Earth</i></p> <p><b>Human and physical geography:</b><br/>Describe and understand key aspects of:<br/>Physical geography: volcanoes and earthquakes</p> <p><b>Geographical skills and fieldwork:</b><br/><b>Pupils develop contextual knowledge of the location of globally significant places, interpret a range of geographical information and understand the key aspects of physical geography.</b></p>  |
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|        |               |   |               | evidence and begin to draw conclusions for example – make comparisons between two locations.  |               |   |
| Year 4 | History focus | <p><b>Geography Knowledge:</b><br/><i>Locational knowledge</i></p> <p>Locate the world’s countries, using maps to focus on North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>Geographical skills and fieldwork:</b><br/>Use maps, atlases and globes and digital/computer mapping to locate countries and describe featured studied. Use letter/no. co-ordinates to locate features on a map confidently. Begin to identify significant places and environments.</p> | History focus | <p><b>Geography Knowledge:</b><br/><i>Study of a South American country: Brazil</i></p> <p><b>Place knowledge</b><br/>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p> <p><b>Human and physical geography:</b><br/>Describe and understand key aspects of:<br/>Physical geography: climate, biomes, vegetation belts, food, water<br/>Human geography: types of settlements and land use, economic activity including trade links</p> <p><b>Geographical skills and fieldwork:</b><br/>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps.</p> | History focus | <p><b>Geography Knowledge:</b><br/><i>Rivers, mountains and the water cycle</i></p> <p><b>Human and physical geography:</b><br/>Describe and understand key aspects of:<br/>Physical geography: rivers, mountains and the water cycle</p> <p><b>Geographical skills and fieldwork:</b><br/>Use fieldwork to observe, record, 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.</p> |
| Year 5 |               | <p><b>Geography Knowledge:</b><br/><i>Locational knowledge</i></p> <p>Name and locate counties and cities of the UK, 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.</p> <p><b>Geographical skills and fieldwork:</b><br/>Use maps, atlases and globes and digital/computer mapping to locate countries and describe featured studied.</p>                                   | History focus | <p><b>Geography Knowledge:</b><br/><i>Study of a region in the UK: Lincolnshire</i></p> <p><b>Place knowledge:</b><br/>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p><b>Human and physical geography:</b><br/>Describe and understand key aspects of:<br/>Physical geography: climate, biomes, vegetation belts, food, water<br/>Human geography: types of settlements and land use, economic activity including trade links</p> <p><b>Geographical skills and fieldwork:</b></p>  | History focus | <p><b>Geography Knowledge:</b><br/><i>Rocks and minerals<br/>Human and physical geography</i></p> <p>Describe and understand key aspects of:<br/>Physical geography: minerals</p> <p><b>Geographical skills and fieldwork:</b><br/>Observations and investigations.<br/>Collection box of fossils from The Collection.</p>  |

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|        |               | Use the eight points of a compass, four 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, record, 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. Identify significant places and environments and begin to draw a variety of thematic maps based on own data.   |  |  |
| Year 6 | History focus | <p><b>Geography Knowledge:</b><br/><i>Locational knowledge</i></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Geographical skills and fieldwork:</b><br/>Begin to use 6 figure grid references; use latitude and longitude on atlas maps.</p> <p>Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</p> | History focus | <p><b>Geography Knowledge:</b><br/><i>Protecting our Planet</i></p> <p><b>Human and physical geography:</b><br/>Describe and understand key aspects of:<br/>Human geography: natural energy resources</p> <p><b>Geographical skills and fieldwork:</b><br/>Use fieldwork to observe, record, 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.</p> <p>Use the eight points of a compass, 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.</p> |  | <p><b>Geography: Geographical Skills</b></p> <p><b>Geographical skill and fieldwork:</b></p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and the wider world. Identify human and physical characteristics, key topographical features and land use patterns. Understand how some human and physical characteristics have changed over time. Use maps, atlases and digital maps to locate countries and describe features studied. Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> |