

Geography Progression of Knowledge and Skills

Intent (Aims)	For all children to secure geographical knowledge and understanding of place, location and the human and physical geography of the world . We want to equip children with the skills and language to be able to make observations, connections, comparisons, ask questions and evaluate from what they see, learn and understand.						
Pedagogy (How?)	<ul style="list-style-type: none"> Ensuring a balance of gaining knowledge, understanding and developing skills for learning about the world Maximising the use of first-hand experiences and technology to ensure the context of place is relevant Providing a progressive, systematic building of vocabulary and concepts linking learning over time 						
Curriculum (What?)	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none"> Know we live in different types of housing. Understand we live in London. Is continuing to develop positive attitudes about the differences between people. With help, locate London on a map. Explores the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> To know that London is in England/UK. To be able to recognize key local landmarks. To identify Santo Domingo as the capital of Dominican Republic. To be able to identify the 7 continents. To be able to identify: <ul style="list-style-type: none"> Europe / UK. Asia/ China. 	<ul style="list-style-type: none"> Name the 4 home nations of the UK and their capitals. To be able to recognize UK and home nations on maps and where they are in relation to Europe the northern hemisphere etc. To know the names of the surrounding seas of the UK. To be able to identify: <ul style="list-style-type: none"> Africa/ Ghana Asia/ India. 	<ul style="list-style-type: none"> Use symbols on an atlas and maps to locate key features of an area. Identify the UK, continents and oceans with a focus on Africa. Locate some volcanoes around the world e.g. what continent they are in, ring of fire. To identify position of a region in relation to equator and the tropics. 	<ul style="list-style-type: none"> Locate and name famous rivers of the UK and the world. To be able to locate key British cities. 	<ul style="list-style-type: none"> To know the name and height of the 3 main UK mountains. To locate London, Catford, Sydenham etc. and local area landmarks. 	<ul style="list-style-type: none"> Locate places on larger scale maps. To know how to use a map to find the grid references of the local area.
Place Knowledge	<ul style="list-style-type: none"> Know that there are different countries in the world and can talk about experiences. 	<ul style="list-style-type: none"> To know the main difference between the city and the countryside. 	<ul style="list-style-type: none"> To be able to recognize some key UK features and land marks 	<ul style="list-style-type: none"> To compare geographical locations e.g. The Caribbean. To be able to recognise 	<ul style="list-style-type: none"> Children to research another river in the world and compare to the Thames. 	<ul style="list-style-type: none"> To be able to use a range of resources to investigate geographical features. 	<ul style="list-style-type: none"> To ask/initiate geographical questions. To discuss and understand the meaning of the

	<ul style="list-style-type: none"> • Is continuing to develop positive attitudes about the differences between people. • Understand there are different places on the globe (land and water). • Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>To be able to explain how Santo Domingo is different to London.</p>	<ul style="list-style-type: none"> • To be able to compare living in London to other parts of the UK 	<p>reasons for movement and settlement.</p> <ul style="list-style-type: none"> • To understand that London started as a small settlement and has grown into a large city. 	<ul style="list-style-type: none"> • To use different sources to compare key aspects of capital cities. • Learn key facts about cities e.g. population and rainfall. 	<ul style="list-style-type: none"> • Be able to explain what climate means, to understand how height affects climate. • Use a range of secondary sources to identify and compare environmental and geographical issues. • To identify key geographical features of Nigeria and Wales. 	<p>terms 'export' and 'import'.</p> <ul style="list-style-type: none"> • To know the difference between longitude and latitude and explain their uses. • Understand why time zones occur and how they are calculated. • Understand the geography of the Caribbean in relation to the rest of the world.
<p>Human Geography</p>	<ul style="list-style-type: none"> • Begin to use some geographical language: city, house, shop, etc. • Talk about the difference in materials and changes noticed. • Understand there is a range of transport available locally. • Describe immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. 	<ul style="list-style-type: none"> • To know the difference between manmade and natural features. 	<ul style="list-style-type: none"> • To understand how rural areas of Ghana differ from urban ones. 	<ul style="list-style-type: none"> • Understanding the difference between human and physical geography using a range of resources. • Children to be able to recognize different types of settlements and their features. 	<ul style="list-style-type: none"> • To know key aspects of the river Thames and its journey- ie where it starts and ends, transport uses, who works on the river etc. • Use resources to identify social and geographical differences between Kampala and London. • Use the 4 and 8 points of a compass to locate and plot human and physical features. 	<ul style="list-style-type: none"> • Identify different boroughs of London and the diversity in them. • Identify land use and how human features and physical features change as you get to the centre of London. 	<ul style="list-style-type: none"> • To be able to explain the human and physical geography of Trinidad. • Compare human and physical geography of Trinidad with the UK.

<p>Physical Geography</p>	<ul style="list-style-type: none"> ● Begin to understand and know features of local environment (parks, buildings) ● Begin to use some geographical language: forest, sea, ocean, river. ● Understands some important processes and changes in the natural world around them, including the seasons. ● Explores the natural world and make observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> ● To know the difference between manmade and natural features. 	<ul style="list-style-type: none"> ● To know that an island is a land mas surrounded entirely by coastline ● To sources to investigate the physical features of Ghana. 	<ul style="list-style-type: none"> ● Understanding the difference between human and physical geography using a range of resources. ● Know the key features of a volcano. 	<ul style="list-style-type: none"> ● Children to know the key facts and features of a river. ● Analyse evidence to describe features of physical geography relating to rivers. ● To know key aspects of the river Thames and its journey- i.e. where it starts and ends, transport uses, who works on the river etc. ● Use the 4 and 8 points of a compass to locate and plot human and physical features. 	<ul style="list-style-type: none"> ● Know key facts about mountains and be able to recognise the five types. ● Investigate the physical geography of Nigeria and Wales. ● Identify land use and how human features and physical features change as you get to the centre of London. 	<ul style="list-style-type: none"> ● To be able to explain the human and physical geography of Trinidad. ● Compare human and physical geography of Trinidad with the UK.
<p>Geographical Skills and Fieldwork</p>	<ul style="list-style-type: none"> ● Use observational skills to identify features of their school. ● Begin to use directional language e.g. near, far, next to ● Understands position through words alone with no pointing. 	<ul style="list-style-type: none"> ● To know what a map/route is to know what the name of our local area is. ● Is able to draw information from a simple map 	<ul style="list-style-type: none"> ● To use NSEW and associated terms to describe position of countries and cities. 	<ul style="list-style-type: none"> ● Use and read maps confidently. ● Use atlases index and contents pages in atlases for expediency. ● To ask geographical questions and compare geographical features using maps and photos. ● Collect record and analyse 	<ul style="list-style-type: none"> ● Fieldwork trip to Deptford Creek, River Thames or local area to get first-hand experience. ● To be able to use maps and plans to locate well-known rivers. ● Using co-ordinates and atlases to locate different cities e.g. 	<ul style="list-style-type: none"> ● Use 8 compass points and 4 figure grid references to locate mountains in the UK To be able to recognise gradient contours on a map. ● Use a range of maps and plans to find locations around London. 	<ul style="list-style-type: none"> ● Use a map to explore how to read 4 and 6 figure grid references and to know the difference. ● Use grid references to find features on a map. ● Identify and use symbols to read a map.

				<p>evidence using secondary sources.</p> <ul style="list-style-type: none">• To add labels to sketches and photos.	<p>capitals, cities in Uganda.</p>	<ul style="list-style-type: none">• Use mapping skills to identify lines of longitude and latitude and to use this and other related terminology to locate different places.	
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