

GLF EDUCATION TEAM

PRIMARY CURRICULUM PROGRESSION



Geography

Geography and RS – Early Years Foundational Knowledge – Understanding the World (People, Culture and Communities)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

- Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five March 2021

Pupil starting points:

It is important that we make no assumptions about what pupils do or do not know on entry to our settings. The relationships we build with our pupils are fundamental to understanding and developing them as individuals with deep knowledge of their context through positive relationships with parents / carers and robust transition procedures such as home visits and baseline systems. The below is an ‘indicator’ of what we might expect our pupils to know linked to *Birth to 5 Matters* and *Development Matters* and the 2-year-old check.

In Understanding the World – People, Culture and Communities (Geography and RS) pupils may have experience of: visiting and observing their local communities e.g. parks, playgrounds, shops and houses, observing and naming different types of weather, some people’s roles in the communities, the routines and culture of their own families, including important events.

Some pupils will have experience of visiting a number of different locations and places and will be able to talk about this.

Concept	2-3 years	3-4 years	4-5 years	ELGs	KS1 Geography
Locational Knowledge	<ul style="list-style-type: none"> Name and locate areas around Nursery and grounds and recognise features. Name the nursery and nursery group they belong to Name the different areas in the Nursery. Name some features in the nursery. 	<ul style="list-style-type: none"> Name the school. Recognise, name and locate areas around the school setting and the grounds. e.g., playground, hall, wild garden, library, forest school, trim trail etc. Discuss their immediate environment using knowledge from observation, discussion and maps. 	<ul style="list-style-type: none"> Name and locate areas in the school community. Discuss the area surrounding the school using knowledge from observation, discussion and maps. Recognise the different areas and places in the community e.g. religious / important buildings, shops, park, playground, road and road signs. 	ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories,	KS1 Geography Locational knowledge <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. Place knowledge

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			<ul style="list-style-type: none"> - Name, locate and talk about one other country, linked to what they have read e.g. Celebrations around the World, Anansi and the Golden Pot (Ghana). 	<p>non-fiction texts and maps.</p> <ul style="list-style-type: none"> - 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; - 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. 	<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 Human and physical geography. • 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. <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
Place Knowledge	<ul style="list-style-type: none"> - Explore and respond to different natural phenomena in their setting and on trips. - Enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. - Begin to name some human and physical features e.g. park, river, street, sea. - Learn that they have similarities and differences that connect them to, and distinguish them from, others e.g. similar and different homes. 	<ul style="list-style-type: none"> - Know that there are different countries in the world using stories and discussions about holidays. - Talk about the differences they have experienced or seen in photos. - Know the name of the place and street in which they live. - Know about a city e.g., London and that it is in England. Know some key features in London e.g., Buckingham Palace, Big Ben, London Eye and how it is different to where they live. - Name physical and human features from stories e.g. woods, forest, city, ocean. 	<ul style="list-style-type: none"> - Know key facts about another country including some physical and human features (including weather patterns) and how life is different there to where they live. - Name the city / town / village / country in which they live and the street where their home and school are. - Know what type of house they live in. - Talk about and name the physical and human features of their local environment and how environments might vary from one another. - Name and describe human and physical features of the places they have visited and places from stories e.g. beach, island, fields, mountain. 		
Seasonal Changes and Weather (Linked to UTW-Science / Natural world)	<ul style="list-style-type: none"> - Observe the weather through first hand experiences. - Name simple weather types e.g. rain, snow, sun, wind. - Know the difference between hot and cold, wet and dry. 	<ul style="list-style-type: none"> - Know the difference between day and night, dark and light. - Name more weather types e.g. storm, thunder, lightning, rainbow, cloudy. - Know that we wear different clothes for different weather. 	<ul style="list-style-type: none"> - Know the names of the seasons and what the weather is / can be like in each. - Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants. - Describe how trees and plants change in different seasons. - Know that some animals store food for the winter. 		

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<p>Geographical Skills and Fieldwork</p>	<ul style="list-style-type: none"> - Describe what they see in their immediate school environment / local community using simple language e.g. tree, house, shop, pond, river, road, flats, park. 	<ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary. - Use simple maps, recognise water as blue and land as green on the maps: - Use physical resources e.g., floor mats, small world, loose parts to make simple representations of maps to identify water/land. - Draw simple maps of their environments or linked to stories / curriculum e.g. a treasure map. 	<ul style="list-style-type: none"> - Know that some animals hibernate in the winter. - Draw information from a simple map. - Begin to use atlases and globes to find where they live / where people / animals from the stories they have encountered live. 		<p>countries, continents and oceans studied at this key stage.</p> <ul style="list-style-type: none"> • 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 Geography – key stages 1 and 2 3. • 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>People and Communities, including different religious and cultural communities.</p>	<ul style="list-style-type: none"> - Make connections between the features of their family and other families. - Notice differences between people. - In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. 	<ul style="list-style-type: none"> - Enjoy joining in with family customs and routines. - Recognise and describe special times or events for family or friends. - Shows interest in different occupations and ways of life indoors and outdoors. - Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> - Talk about their immediate family and community and some of their routines, culture and celebrations. - Recognise that people have different beliefs and celebrate special times in different ways. - Understand that some places are special to members of their community. - Name people who help others in the community and talk about their different roles. - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. 		

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KS1 and KS2

Year Group	Wider Curriculum Focus & National Curriculum	Knowledge & Skills				
		Location Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills and Field Work	Disciplinary Vocabulary
Year 1	<p><u>Term 2:</u> Can I design and build a structure using my knowledge and understanding of historical periods?</p> <p><u>Term 4:</u> Can I create a piece of art based on a period of history?</p> <p><u>Term 6:</u> Can I explore cultures and celebrations from around the world?</p>	<p>Name and locate the four countries making up the British Isles, with their capital cities</p> <p>Name the surrounding seas of the United Kingdom</p> <p>Talk about the main features of each of the four countries that make up the United Kingdom</p>	<p>Recognise similarities and differences of geographical features in my own immediate environment</p> <p>Talk about people and places within my local environment</p> <p>Compare local area with a contrasting place in the UK</p> <p>Talk about people and places beyond my local environment</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</p>	<p>Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality</p> <p>Comparing and Contrasting a farm with the seaside</p> <p>Talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis</p> <p>Identify land use around the school</p> <p>Use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities</p> <p>Use aerial images to recognise landmarks and basic physical features</p> <p>Use simple fieldwork to observe, measure and record the human and physical features in the local area</p> <p>Use a simple key to recognise physical or human features on a map</p> <p>Create a simple map of my local environment</p>	<p>Country/ries Island Town Village Coastal Rural Sea</p>

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Year Group	Wider Curriculum Focus & National Curriculum	Knowledge & Skills				
		Location Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills and Field Work	Disciplinary Vocabulary
Year 2	<p>Term 1: How can data help us understand the world around us?</p> <p>Term 5: Can I develop an understanding of the living world around me?</p> <p>Term 6: Can I explore cultures and celebrations from around the world?</p>	<p>Locate and name the continents on a World Map</p> <p>Locate and label the five oceans</p>	<p>Compare local area with a contrasting city in a different country – Rio de Janeiro, Brazil</p>	<p>Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles</p> <p>Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences</p> <p>Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied?</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the four points of a compass to describe the location of features on a map</p> <p>Use locational and directional language such as: near, far, left, right to describe the location of features on a map</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features</p> <p>Devise a simple map, and use and construct basic symbols in a key</p> <p>Use simple grid references (A1, B1)</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area</p>	<p>Equator</p> <p>North Pole</p> <p>South Pole</p> <p>Continent</p> <p>Ocean</p>

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Year 3	<p><u>Term 3:</u> Can I design and construct a product using my knowledge and understanding of the engineering process?</p> <p><u>Term 6:</u> Can I explore cultures and celebrations from around the world?</p>	<p>Name and locate major cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. – link to grand cross & grand union canals</p> <p>Name and locate countries of Europe</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK, and a European country.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</p> <p>Types of settlements in Britain & how they have developed from Neolithic to Modern day: villages, towns, cities.</p>	<p>Use world maps, atlases and globes to identify the countries and cities.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the a waterway</p> <p>Use locational, directional and positional language.</p>	<p>Canal</p> <p>Aqueduct</p> <p>Waterways</p> <p>Aerial</p> <p>Europe</p> <p>Continent</p> <p>Country</p> <p>Capital</p> <p>European union</p> <p>Currency</p> <p>Climate</p>

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Year 4	<p>Term 1: How can data help us understand the world around us?</p> <p>Term 2: Can I design and build a structure using my knowledge and understanding of historical periods?</p> <p>Term 3: Can I design and construct a product using my knowledge and understanding of the engineering process?</p> <p>Term 5: Can I develop an understanding of the living world around me?</p> <p>Term 6: Can I explore cultures and celebrations from around the world?</p>	<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles</p> <p>Locate the worlds countries, using maps to focus on Africa, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in an African country.</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>Human geography including trade between UK and Europe and the rest of the world.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p>	<p>Water cycle Storage Flow Run off Evaporation Condensation Equator Northern Hemisphere Southern Hemisphere Tropics of Cancer and Capricorn Savannah Human Geography Physical Geography Impact</p>

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Year 5	<p><u>Term 1:</u> How can data help us understand the world around us?</p> <p><u>Term 5:</u> Can I develop an understanding of the living world around me?</p> <p><u>Term 6:</u> Can I explore cultures and celebrations from around the world?</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Name and locate the countries of North America, South and Central America</p> <p>Locate and name the main counties and cities in England.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>Compare 2 different regions in UK rural/urban.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including earthquakes and volcanoes</p> <p>Human geography including trade between UK and Europe and the rest of the world.</p>	<p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p>	<p>Volcano</p> <p>Earthquake</p> <p>Tectonic Plates</p> <p>Continental Drift</p> <p>Pressure</p> <p>Lava</p> <p>Magma</p> <p>Fault Lines</p> <p>Earth's Crust</p> <p>Upper Mantle</p> <p>Arable</p> <p>Pastoral</p> <p>Farming</p> <p>Globalisation</p>

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		Location Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills and Field Work	Disciplinary Vocabulary
Year 6	<p><u>Term 2:</u> Can I design and build a structure using my knowledge and understanding of historical periods?</p> <p><u>Term 6:</u> Can I explore cultures and celebrations from around the world?</p>	<p>Name and locate the main countries in Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>	<p>Compare a region in UK with a region in Asia/Oceania with significant differences and similarities. Understand some of the reasons for similarities and differences</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations</p> <p>Identify and describe how the physical features affect the human activity within a location</p> <p>Identify and describe the main human and physical characteristics of Asia & Oceania</p> <p>Explain how countries and geographical regions are interconnected and interdependent</p>	<p>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.</p>	<p>Continent Country Human Geography Physical Geography Land Use Compass Distribution Economic activity Settlement Oceania Topographical</p>