

Geography Progression document

Geography	Foundation Stage	Y1	Y2	Y3	Y4	Y5	Y6
Statutory knowledge	<p>Statutory Knowledge – Early Learning Goals linked to the observation and understanding of similarities and differences:</p> <ul style="list-style-type: none"> describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps know 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>Statutory Knowledge linked to the Early Learning Goals for ‘to develop a knowledge and understanding of maps:</p> <p>explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts, and (where appropriate) maps</p>	<p>- 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</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.</p> <p>-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</p> <p>use basic geographical vocabulary to refer to:</p> <p>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>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</p> <p>Describe and understand key aspects of the physical geography of volcanoes and earthquakes.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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
What we at Walter halls want the children to know	<p>- To understand that the world is a big place full of variety</p> <p>We want our children to have positive attitudes towards difference.</p>	<p>To enhance their locational awareness –</p> <p>What is the difference between Nottingham and the beach?</p> <p>Identifying places in the city based on using North, South, East and West.</p>	<p>To develop a sense of place</p> <ul style="list-style-type: none"> To understand their relationship with places, expressed in different dimensions of human life: emotions, biographies, imagination, stories, and personal experiences. How do they feel about Nottingham? How do they feel about the rainforest? Would they like to live there- thinking about the human and physical geography using stories to show how people live there. 	<p>To develop a curiosity of human impact on the world</p> <ul style="list-style-type: none"> To look directly at the impact of human impact on the world by reading books, such as flotsam, and using fieldwork to look at the impact of this on the local area. E.G animals homes disturbed in the EYFS woods, litter in the streets etc. 	<ul style="list-style-type: none"> Empathise and understand how other people live in different areas of the wider world. <ul style="list-style-type: none"> Look at the Native Americans and understand how they used the land to live off. Empathise how their way of life changed once the land had been developed. Look at the way human geography has impacted physical geography and how this has affected people’s lives. 	<ul style="list-style-type: none"> Communicate ideas about the different reasons people choose to settle in a certain area. <ul style="list-style-type: none"> Relating to the physical and human geography of an area, the children will interpret the different reasons people would live in different areas of the world. Use maps from different times to discuss how settlements and human geography have affected 	<ul style="list-style-type: none"> Have an understanding of how past societies developed using physical geography of the land they settled on and how this has impacted society today. <ul style="list-style-type: none"> How certain countries and areas are more developed than others. Look at how physical geography can impact human geography Look at the differences in physical geography and why it has changed.

					<ul style="list-style-type: none"> - Compare maps of the same area over different times. - Use books and studies of different areas to evaluate the different ways other cultures live and build an understanding and empathy of the human and physical impact they live with. 	the physical geography of an area.	<ul style="list-style-type: none"> - Look at the impact explorers have had on our knowledge of the world. - Address misconceptions about 'poor places' e.g not all of Africa is underdeveloped. - Think about how we can plan for the future.
Specific skills to be a geographer Some skills will run through two year groups. This is so we can ensure we have thoroughly developed this skill and allowed the children's curiosity and fascination for Geography to grow.	<p>Skills linked to observation and understanding of similarities and differences:</p> <p>Development Matters Birth to 3</p> <ul style="list-style-type: none"> • make connections between the features of their families and other families notice differences between people <p>Development Matters 3-4</p> <ul style="list-style-type: none"> • talk about what they see using a wide range of vocabulary continue to develop positive attitudes about the differences between people <p>Development Matters Reception</p> <ul style="list-style-type: none"> • talk about members of their immediate family and community • recognise some similarities and differences between life in this country and life in other countries • recognise some environments that are different to the one in which they live • understand the effect of changing seasons on the natural world around them <p>Skills linked to 'developing a knowledge and understanding of maps':</p> <p>Development Matters 3-4</p> <ul style="list-style-type: none"> • know that there are different countries in the world and talk about the differences they 	<p>- 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</p> <p>- Use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<p>-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</p> <p>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</p> <p>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>	<p>Use maps, atlases, globes to locate countries and describe basic physical features of the areas studied</p> <p>Use the four 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</p> <p>Use fieldwork to observe, measure, record and present the physical features in the local area using sketches and maps,</p>	<p>-Use maps, atlases, globes to locate countries and describe human and physical features of areas studied</p> <p>-begin to look at digital mapping applications for basic studies.</p> <p>-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</p> <p>-Use fieldwork to observe, measure, record and present the human and physical features in the local area using methods, including sketch maps, plans and graphs.</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 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</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 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</p> <p>-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>

	have experienced or seen in photos Development Matters Reception draw information from a simple map						
Key Vocabulary	Street, left, teacher, house, right, caretaker, bungalow, forwards, Head Teacher, school, backwards, cleaner, church, above, Police Officer, zebra crossing, under, doctor, traffic lights, tunnel, dentist, bridge, roundabout, map	North, South, East, West, maps, weather, hills, United Kingdom, England, Wales, Scotland, Ireland, Europe, North America, South America, Africa, Antarctica, Asia, Australasia/Oceania	Similarities, differences, human geography, physical geography, United Kingdom, Non-European Country, Rainforest, Nottingham, 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, hot, cold, south pole, equator.	counties and cities of the United Kingdom, geographical regions human characteristics, physical characteristics, topography, hills, mountains, coasts, rivers, land-use patterns, volcanoes, earthquakes, maps, atlases, globes, four-figure grid reference.	Europe, North America, South America, Africa, Antarctica, Asia, Australasia/Oceania, physical characteristics, human characteristics, environmental regions, empathise, Native Americans, farming, soil, crops, produce, compass, four and six-figure grid reference, maps, fieldwork, observe, measure, record, present, graphs, digi-maps, comparison,	Position, significance, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones	Europe, North America, South America, World, Ordinance survey maps,
How we will link possibilities and communication.	<ul style="list-style-type: none"> What other countries are there? How can we get to them? How can we communicate with them? How can we find out about them? Can we find our way around somewhere new? 	<ul style="list-style-type: none"> Where in the world can we travel? How can we give people directions? Routes to school using N,S,E,W 	<ul style="list-style-type: none"> How are we impacting the environment around us? How can we communicate that deforestation is a bad thing? What clothes would we possibly need in different places? Is our environment being affected pollution? How would you feel if we sold the bottom field for a housing development? 	<ul style="list-style-type: none"> Look at the teachers from around school and where they originally come from in the UK (or wider world) and talk about the possibilities we have open to us that we are able to move/ visit a new place. Look at the possibilities of how we can change our environment to make it more sustainable. Look at how people can communicate about volcanoes and volcanic eruptions- identify famous ones that have caused damage and ones where people have managed to use communication to warn each other about it. 	<ul style="list-style-type: none"> Look at the possibilities for people who live like Native Americans and how this way of living is better for the environment Look at the different possibilities human geography has created for civilisations Look at the possibilities that different environments and climates can provide for people across the world. Look at how communication across the world enables us to support the physical geography and environments of the world. 	<ul style="list-style-type: none"> Understand how time zones helps us to communicate across the world at different points of the day. How does position, significance, latitude and longitude enhance our ability to communicate? (through enabling us to send letters and travel to new places uses these positions on a map) Look at the possibilities of what it would be like to settle somewhere else and why it would be beneficial or detrimental to how we live. 	<ul style="list-style-type: none"> Understand the different possibilities that the UK provides and the region of South America provides to people in today's world. What possibilities were open to the Mayans using the land they settled on? Look at the possibilities different explorers – Like Shackleton- have provided people and the world. Discuss how communication can enhance the way we plan for the future to support our environment.
Knowledge and skill outcome in preparation for next year group:	Children will be able to – <ul style="list-style-type: none"> Describe their immediate environment To see similarities and differences between the natural world and contrasting environments. To explain some differences between life in this country/other countries Draw information from a simple map To notice and describe differences between people, with a positive attitude Understand the effect of the changing seasons on the natural world around them. 	Children will be able to- <ul style="list-style-type: none"> Name and locate the seven continents Name the countries and capital cities of the UK and its use a basic map Use an atlas Use a globe use simple compass directions 	Children will be able to- <ul style="list-style-type: none"> Create their own simple map of a local area using aerial photographs as support. Be able to recognise landmarks from their local area Use a simple map key. Use simple compass directions and locational directions (near, far, close) Be able to tell what is human geography and physical geography in their local area. 	Children will be able to - <ul style="list-style-type: none"> -Name and locate counties and cities of the United Kingdom, -Name topographical features -understand land-use patterns; and understand how aspects have changed over time -Describe and understand physical geography of volcanoes and earthquakes - Use maps, atlases, globes to locate countries to describe basic physical features -Use the four points of a compass, four-figure grid references, symbols and keys (including OS maps). -Use fieldwork to observe, measure, record and present the physical features in the local area 	Children will be able to – <ul style="list-style-type: none"> -Locate the world’s countries, using maps to focus on Europe and North and South America -discuss environmental regions, key physical and human characteristics, countries, and major cities - Use maps, atlases, globes to locate countries and describe human and physical features. -Have a basic understanding of digital mapping applications. -Use the eight points of a compass, four and six-figure grid references, symbols and key (including OS maps) -Use fieldwork to observe, measure, record and present the human and physical features in the local area using methods, including sketch maps, plans and graphs. 	Children will be able to – <ul style="list-style-type: none"> -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) -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) -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, graphs, and digital technologies. 	Children will be able to- <ul style="list-style-type: none"> -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 -Use maps, atlases, globes and digital/computer mapping to locate countries and describe human and physical features -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) -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.

