

Whaddon C of E School

Geography Knowledge and Skills Progression



Our knowledge and skills progression matches the National Curriculum and Early Years guidance documents.

The Units of Learning Covered are detailed in the Geography Long Term Subject Plan. A further breakdown of objectives covered by classes for each Unit of Study can be found in the Kapow scheme Progression & Skills document and the Medium Term Plans developed by classteachers.

Year Group/s	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork*
Reception	<p><u>Development Matters</u> -Draw information from a simple map.</p> <p>-Describe what they see, hear and feel whilst outside.</p> <p>-Recognise some environments that are different from the one in which they live.</p> <p>-Understand that some places are special to members of their community.</p> <p><u>Early Learning Goal</u> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p><u>Development matters</u> -Recognise some environments that are different from the one in which they live.</p> <p>-Recognise some similarities and differences between life in this country and life in other countries.</p> <p><u>Early Learning Goals</u> -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> <p>-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>	<p><u>Development matters</u> -Describe what they see, hear and feel whilst outside.</p> <p>-Explore the natural world around them.</p> <p>-Understand the effect of changing seasons on the natural world around them.</p> <p><u>Early Learning Goals</u> Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>-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>	<p><u>Development Matters</u> -Draw information from a simple map.</p> <p>-Describe what they see, hear and feel whilst outside.</p> <p>-Recognise some environments that are different from the one in which they live.</p> <p>-Understand that some places are special to members of their community</p> <p><u>Early Learning Goal</u> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>-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>

<p>End of Key Stage 1</p>	<p>-Name and locate the world's seven continents and five oceans</p> <p>-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 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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 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 compass directions (North, South, East and West) and locational and directional language, 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; devise a simple map; and use and construct basic symbols in a key</p>
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<p>End of Key Stage 2</p>	<p>-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</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>-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</p>	<p>-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</p>	<p>-Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>-Describe and understand key aspects of: 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</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>-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>
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*Through fieldwork studies in each unit, pupils carry out geographical enquiries using our enquiry cycle. These fieldwork enquiries combine substantive knowledge from the other strands: Locational knowledge, Place knowledge, Human and physical geography and allow pupils to understand the discipline of Geography and how this substantive knowledge was formed. The Enquiry Cycle gives pupils the opportunity to **Question, Observe, Measure, Record, Present.**