

# Geography

## Knowledge and Skills Progression Document

### Geography National Curriculum Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Geography

#### Intent

**To develop children's fascination about the world, the people around them as well as their place in it.**

Children will develop a love of Geography and build a geographical overview of the world. From Nursery to year 6 children will study local, national and global geography. They will be able to ask and answer questions, understand diverse places, people and resources, whilst developing a deep understanding of the Earth's key physical and human features and processes.

<b>Geography Implementation:</b>	
<p>The disciplinary concepts (scale, place, space, environment-physical and human process, interconnections, environmental impact and sustainability, cultural awareness and diversity) underpin the school's geographical knowledge and skill sequencing and progression. Children explore these geographical concepts through an enquiry-based approach.</p> <p>The progression of the geography curriculum has been designed so that key geographical concepts are revisited overtime to deepen children's knowledge and skills. We deliver the geographical concepts through a model of: Location, place, process, map skills and fieldwork. Geography is discretely taught whilst also making links to other relevant areas of the curriculum.</p>	
In a typical geography lesson, you will see children developing their substantive and disciplinary knowledge and skills through:	
<ul style="list-style-type: none"> <li>- thinking about geographical concepts through: location, place, process, map skills and fieldwork</li> <li>- using a range of skills for geographical enquiry (asking questions, finding data, analysing data, communicating findings)</li> <li>- finding out about the world through different types of maps, photographs, diagrams and other types of spatial data</li> <li>- interpreting sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems</li> <li>- communicating information using geographical vocabulary, including through maps, numerical and quantitative skills and writing at length</li> <li>- engaging in high quality texts</li> </ul>	

	<b>Geography Knowledge and Skills Progression</b>
<b>Curriculum Driver</b>	Reading, Force for Positive Change
<b>Knowledge Threads</b>	<p>Across every year group the following knowledge threads will be explored:</p> <p><b>Location, Place (Human &amp; Physical features), Process (Human &amp; Physical Processes), Sustainability</b></p>
<b>Skills</b>	<p><b>Map skills:</b></p> <ul style="list-style-type: none"> <li>- Using maps, globes, ariel photography, Geographical Information Systems (GIS), compass, symbols and keys, grid references to gain geographical information.</li> </ul> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>- First-hand exploration and experience of a range of locations.</li> <li>- Observe, measure, record and present a range of data gathered.</li> </ul>

Geography Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<b>All About Me</b> (Local)	<b>In the Woods</b> (Local)	Seasons and growing	Seasons and growing	<b>In the Garden</b> (Local)	<b>Journeys and Transport</b> (Local and Global)
	Understanding important places.	Experience a woodland area.			Exploring what's in a garden.	Exploring different transport in the local area.
Reception	<b>My Family</b> Local / National/ Global	<b>Winter</b> Local and global	Seasons and growing	Seasons and growing	<b>Tales from around the world</b> Local and Global	<b>Under the Sea and at the Seaside</b> National and Global
	Identifying places in the world that they are familiar with.	Explore changes in Winter and identify the Arctic/Antarctic.			Compare Edmonton to a village in Africa.	Explore the seaside environment.
<b>Y1</b>	<b>What's that weather?</b> (Global)	<b>UK Map Skills</b> North South East West	Weather overtime	5 oceans and 7 continents of the world	Weather overtime	<b>There's No Place Like Home</b> (Local)
	Explore weather in different parts of the world.					Identify the features of a village, town and city.
<b>Y2</b>	<b>Who are we?</b> (local)	<b>Map skills</b> 7 continents and 5 oceans	<b>Directional Compass</b> Work NSEW	<b>Map skills</b> Grid References	<b>Physical and Human</b> Feature Games	<b>A Pirate's Life for Me</b> (Local/Global)
	Uk countries/capitals. School maps and grids.					Compare London to Trinidad and Tobago.

Y3	Key Stage 1 knowledge ninja quiz	<b>Stones and Bones (National)</b>	Map Skills 7 continents and 5 oceans and intro to scale	<b>Extreme Earth (Global)</b>	Map skills Recap and locate counties in the Uk and naming features	Land use and physical and human features
		Topography of the UK rivers, mountains, land-use		Mountains, Volcanoes and earthquakes		
Y4	<b>Invaders and Settlers: Romans (National)</b>	<b>Our Changing World (Global)</b>	Map Skills	Map Skills	Map Skills	<b>Viva Espana (Global)</b>
	Uk regions, land use and economy.	Impact of global warming on Antarctica and California.	Countries of the world, their flags and capital cities.	Longitude and latitude to locate countries.	Time zones.	Comparing Spain and the UK.
Y5	Map Skills	<b>Early Civilizations (Global)</b>	<b>The Rainforest (Global)</b>	Map Skills	Map Skills	Map Skills
	Knowledge Ninja Lower Ks2 quiz	Importance of rivers in the uk and across the world	Rainforests- South America	Compass skills and directions	Energy- where does it come from?	Biomes of the world
Y6	<b>Evolution and Inheritance (Global)</b>	Map skills Longitude, latitude, time zones	Map Skills Biomes of the world	Map Skills Six figure grid reference	<b>Empire and Enfield (Local)</b>	Map Skills Earth's natural resources
	Galapagos Islands have a unique eco-system				Edmonton-people and place changes	

Reception			
Learning Journey		Key Knowledge	Key Vocabulary
<u>Under the sea and At the Seaside</u>		<p><b>Natural World</b> Explore the natural world around them and making observations. 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; Understand the effect of the changing seasons on the natural world around them.</p> <p><b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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><b>Location:</b></p> <ul style="list-style-type: none"><li>- Through stories, videos and experiences understand that the world is made up of land and oceans.</li><li>- Britain is an island surrounded by water.</li><li>- Name the Atlantic Ocean, North Sea, English Channel, Irish Sea, Atlantic Ocean,</li><li>- Recall seaside towns near London: Southend, Clacton, Margate</li></ul> <p><b>Place (human and physical features): Explore the features of the Sea-Side</b></p> <ul style="list-style-type: none"><li>- (Human): parasol, deck chair, sandcastle, shops, arcades, hotels, boat, ship, jet ski, port, harbour, pier,</li><li>- (Physical): sea, ocean, sand, shell, rocks, cliffs, hills, sand dunes, coast, pebbles,</li></ul> <p><b>Process (human and physical process):</b></p> <ul style="list-style-type: none"><li>- Human: tourism-people going on holiday to the sea-side.</li><li>- Physical: sea/ tide coming in and out.</li></ul> <p><b>Compare and Contrast:</b></p> <ul style="list-style-type: none"><li>- Compare the similarities and differences in environments studies, e.g. woods, garden, sea-side</li></ul>	<p><b>Subject Specific:</b> Place, local, map, area, environment, different, Woodland, Forest, Season, Autumn, changes, garden, man-made, journey, roads, transport, Winter, Artic, Antarctic, snow ice, frost, North Pole, South Pole, World, Africa, continent, village, city, rivers, village, Land, sea, ocean, Island, Atlantic Ocean,</p> <p><b>Learning Journey Specific:</b> seaside, ocean, England, sand, beach, water, rocks, sand dunes, coast, holiday</p>
Geography Domain	National Global		
The features of the sea-side.			
Year Group Links to pervious knowledge:			
YN: different environments: woods, garden,			
Sustainability		Plastics in the sea- Text: Someone Swallowed Stanley, Splash: Anna Hibiscus	
Force for Positive Change		Saving the seas from plastic- Plastic collection on the beach.	
Geographical Skills and Fieldwork			
Map Skills		Fieldwork	
<ul style="list-style-type: none"><li>• Use globes and maps to point out the world’s oceans and countries they know.</li><li>• Use simple maps of the United Kingdom to talk about it being an Island.</li><li>• Draw a simple map of the United Kingdom showing London and talking about the sea-side they know.</li><li>• Through use of small world recreate a simple map of the seaside talking about its features.</li></ul>		<ul style="list-style-type: none"><li>• Visit a local seaside town and beach to experience it.</li><li>• Explore the rubbish and plastic on the beach and in the oceans left by people.</li></ul>	
The Enquiry Question	What’s it like at the Seaside?		

Year 2		
Learning Journey		Key Vocabulary
<i>A Pirate's Life for Me</i>		<b>See previous vocab list EYFS/Y1</b>
Geography Domain	Global	
<b>Year Group Links to previous knowledge:</b>  <b>YR:</b> Under the Sea and At the Seaside – physical and human features  <b>Y1:</b> What's the weather- Seasons and weather patterns, equator		<b>Subject Specific:</b> Scotland, England, Wales, Northern Ireland, Glasgow, London, Cardiff, Belfast, Atlantic Ocean, Irish sea, North Sea, English Channel, Maps, grid reference, <b>Continents, Oceans, Islands, climate, weather patterns, equator, seasonal</b>  <b>Learning Journey Specific:</b> Trinidad and Tobago, climate, weather, way of life, location on the globe, compare and contrast, Island, beach, harbour, volcano, plastic pollution, ocean life
<b>National Curriculum Content:</b> Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European city. Name and locate on a map or globe; the <b>seven continents and five oceans</b> . <b>Location:</b> <ul style="list-style-type: none"> <li>- To know that we are an island and part of a continent (Europe)</li> <li>- To name and locate (building on y1) all continents and the five oceans around the world.</li> <li>- To locate an alternative island (Trinidad and Tobago on a map) and compare UK and Trinidad and Tobago.</li> </ul> <b>Place (human and physical features):</b> <ul style="list-style-type: none"> <li>- Look at a volcanic island in the Caribbean (Trinidad and Tobago) and its physical and human features.</li> <li>- (Physical) Know that Trinidad and Tobago has beaches, hills, mountains, cliffs, bays, coasts, wildlife</li> <li>- (Human) Know that Trinidad and Tobago has boats, farms, markets, lighthouse, piers, ports and harbours</li> </ul> <b>Process (human and physical process):</b> <ul style="list-style-type: none"> <li>- To know that these are volcanic Islands and were formed from volcanoes erupting.</li> </ul> <b>Compare and Contrast:</b> What is life like in the two locations (UK and Trinidad and Tobago)- link to land, weather, cities, towns, population, transport, beaches etc. The impact of volcanic eruption on daily life. Does the UK have volcanoes?		
<b>Sustainability</b>		
Sustainability goal 14. Life underwater. Plastic pollution in the oceans. How can we help? Why does dropping litter in my own local area affect the animals in the ocean?		
<b>Force for Positive Change</b>		
<b>Geographical Skills and Fieldwork</b>		
<b>Map Skills</b>		<b>Fieldwork</b>
<ul style="list-style-type: none"> <li>• Use and apply basic symbols, keys and grid references to create a key for a simple map of their own island.</li> <li>• Use simple grid references to locate areas on a treasure map.</li> <li>• Use atlases, world maps, keys and symbols to look at the difference in climate/weather and topography (flat plains, hills, mountains) compared to UK</li> </ul>		<ul style="list-style-type: none"> <li>• Use aerial photographs to observe and discuss the differences and similarities between the island of the UK and Trinidad and Tobago.</li> <li>• Create posters showing the similarities and differences between the two islands.</li> </ul>
<b>The Enquiry Question</b>		What are the differences and similarities between the island of the UK and Trinidad and Tobago?

Year 4			
Learning Journey		Key Knowledge	Key Vocabulary
<i>Invaders and Settlers: Romans</i>		<b>National Curriculum Content:</b> 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.  <i>(In History explore why the Romans settled on the banks of the River Thames and how the Romans and Celts traded goods).</i> <b>Location:</b> <ul style="list-style-type: none"><li>- Know that we import foods, goods and services from countries all over the world. <a href="https://www.glotechrepairs.co.uk/news/wp-content/uploads/2018/09/world-food-imports-full-size.png">https://www.glotechrepairs.co.uk/news/wp-content/uploads/2018/09/world-food-imports-full-size.png</a></li><li>- Recap land use of the UK based on the regions topography and climate.</li><li>- Know that industrial areas tend to be linked to large cities and near rivers and good transport links.</li></ul> <b>Place (human and physical features):</b> Human: <ul style="list-style-type: none"><li>- Recap on the human features of areas of industrial areas: transport links by air, road and sea, built up business areas.</li><li>- Oil rigs in the North Sea, Wind Farms, Coal mines to produce energy.</li></ul> Physical: <ul style="list-style-type: none"><li>- Warmer climate countries tend to produce more food to export.</li><li>- We import a lot of food because we are a small country and lack space and our climate is much colder and wetter than other countries that produce more food.</li></ul> <b>Process (human and physical process):</b> Human: <ul style="list-style-type: none"><li>- Know and understand the basic concept of trade linked to money and the economy. <a href="https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr#zm97xbk3">https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr#zm97xbk3</a></li><li>- When we trade with other countries we get goods, services and we make money.</li><li>- The UK exports some goods and services: cars, aeroplane engines, medicine, financial services, gas.</li><li>- We import more goods and services from all over the world: food, medicine, cars, technology, petrol, gas. <a href="https://www.glotechrepairs.co.uk/news/wp-content/uploads/2018/09/world-food-imports-full-size.png">https://www.glotechrepairs.co.uk/news/wp-content/uploads/2018/09/world-food-imports-full-size.png</a></li><li>- We import more than we export because we have lack of space, wetter climate and less manufacturing.</li><li>- Trade has expanded globally also known as ‘globalisation’, link to food we eat and where it comes from.</li><li>- To manufacture and transport goods we use and burn fossil fuels.</li></ul> <b>Compare and Contrast:</b> <ul style="list-style-type: none"><li>- Compare and contrast food miles when we import or buy locally.</li></ul>	<i>See previous vocab lists</i>  <b>Subject Specific:</b> Settlement, city, town, River Thames, natural resources, fossil fuels, gas, oil, wind, water-hydro, coal, trade links, land use, economic activity, economy, global economy, scale,  <b>Learning Journey Specific:</b> Money, import, export, business, industry, transport, energy resources, air-miles, food, growing, farms, climate, seasonal foods, local food markets
<b>Geography Domain</b>	National/ Global		
Trade: food, economy, air-miles			
<b>Year Group Links to pervious knowledge:</b>			
<b>Yr3:</b> land use changing over time <b>Yr3:</b> topographical features of the UK			

Sustainability	<ul style="list-style-type: none"><li>- Food miles /<a href="https://www.youtube.com/watch?v=b7rn5hH5XN8">www.youtube.com/watch?v=b7rn5hH5XN8</a></li><li>- What the food map of the UK looks like and what we can source within the UK (seasonal food) to reduce food miles.</li><li>- No12- responsible consumption and production. No 7. Affordable and clean energy</li></ul>	
Force for Positive Change	<ul style="list-style-type: none"><li>- How as a community can we reduce food miles?</li><li>- Create a growing area to produce food for the kitchen.</li></ul>	
Geographical Skills and Fieldwork		
Map Skills		Fieldwork
<ul style="list-style-type: none"><li>• Locate on a world map the counties we import some of our food and drink from.</li><li>• Use a land-use map to identify where the Uk produces its food and drink from.</li><li>• Read and interpret land-use map to understand areas of economic activity and transport links.</li></ul>		<ul style="list-style-type: none"><li>• Visit local locations that encourage farm to fork and how that process works.</li><li>• Explore the logistics of trade and economy by playing the trade game with NSCT Primaries.</li><li>• Visiting a local supermarket to explore air miles and a local market to explore people’s views on air miles and impact on the Earth.</li><li>• Gather and present data on findings?</li></ul>
The Enquiry Question	Where does my food come from?	