

Level expected at the end of EYFS

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.



Naseby C of E Primary School

Geography progression of knowledge and skills

Key Stage 1 National Curriculum

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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.
- 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.
- 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.

Locational Knowledge

Pupils should be taught to:

- 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.
- 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.
- 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).

Place Knowledge

Pupils should be taught to:

- 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.

Human and Physical Geography

Pupils should be taught to:

- describe and understand key aspects of:
 - physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - 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.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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) to build their knowledge of the United Kingdom and the wider world.
- 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.

Woven threads of Christianity through our curriculum



Parable; The Sower

A Story About Planting Seed Mark 4: 1-20

Another time Jesus began teaching by the lake. A great crowd gathered around him. So he got into a boat and went out on the lake. All the people stayed on the shore close to the water. 2 Jesus used many stories to teach them. He said, 3 "Listen! A farmer went out to plant his seed. 4 While the farmer was planting, some seed fell by the road. The birds came and ate all that seed. 5 Some seed fell on rocky ground where there wasn't much dirt. The seed grew very fast there because the ground was not deep. 6 But when the sun rose, the plants withered. The plants died because they did not have deep roots. 7 Some other seed fell among thorny weeds. The weeds grew and choked the good plants. So those plants did not make grain. 8 Some other seed fell on good ground. In the good ground, the seed began to grow. It grew and made a crop of grain. Some plants made 30 times more grain, some 60 times more grain, and some 100 times more grain."

9 Then Jesus said, "Let those with ears use them and listen!" Children's International Bible

Used at the beginning of term and at the end of the year to talk about preparing the ground for learning and developing as people and as a community. Linked to seasons in nature and gardening, this parable is a creative accessible tool to help children to consider aspects of their personal journey and the difference that being part of a church school makes to us all. This parable is referenced and part of the Geography curriculum studied at appropriate depths according to age range and topic focus.

Links with our school's theological text; The Mustard Seed

The parable of the Mustard Seed is referenced, linked and explored throughout Geography when learning about God's creation, landscape, physical features, similarities and differences, the impact of natural disasters and weather and communities working together. This is also linked to our school context in the local and wider community, with direct links made with our link school in South Sudan – Yei Kindergarten.



Intent

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.



Implementation

In order for children to know more and remember more in each area of geography studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of geographical skills and understanding are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's understanding.

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills, and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Children's progress in geography will be assessed continually throughout the units they study to give the teacher and adults leading geography confidence in the progression of skills and knowledge and that outcomes have been met. Knowledge organisers are used to identify key words and concepts, to be used by children to deepen their geographical knowledge.




Impact

The impact of our yearly overviews, which stem from our progression of skills document, will ensure consistency in the learning environment across the school with geographical technical vocabulary displayed, spoken and used by all learners. We want to ensure that geography is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of geographical knowledge and understanding, now and in the future. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge. Impact can be measured through key questioning skills built into lessons and child-led assessment such as success criteria grids.


Geography Key Performance Indicators Naseby C of E School

EYFS

Understanding the World People and Communities		<u>30-50months</u>	<u>40-60months</u>	<u>ELG</u> To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions.
Understanding the World The World		<u>30-50months</u> I can comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. I can talk about some of the things they have observed, such as plants, animals, natural and found objects. I can talk about why things happen and how things work. I am developing an understanding of growth, decay and changes over time.	<u>40-60months</u> I can look closely at similarities, differences, patterns and change.	<u>ELG</u> To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.


Key Stage 1

Year 1

<p>Locational Knowledge</p>	<p>Working towards I can name places that are familiar to me. I can talk about features of my own immediate environment. I am beginning to name some countries in the United Kingdom.</p>	<p>At expectations I can name, locate and identify characteristics of the four countries of the United Kingdom. I can name the capital cities of the United Kingdom and the surrounding seas.</p>	<p>Working above I can name and locate the world's seven continents and five oceans. I can use world maps, atlases, and globes to identify countries, continents and oceans.</p>	<p>Key Vocabulary environment, United Kingdom, England, Wales, Scotland, Northern Ireland, oceans, seas, North and South Poles</p>
<p>Place Knowledge</p> 	<p>Working towards I can describe what places are like (e.g. landscape, weather.) I can talk about the seasons and the weather I know about similarities and differences between my community and other communities.</p>	<p>At expectations I can identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Working above I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Key Vocabulary local weather, urban, rural, contrast, North and South Poles</p>
<p>Human and Physical Geography</p>	<p>Working towards I can name some features of the environment such as, beach, sea, forest, hill and river.</p>	<p>At expectations I can make comparisons of human and physical features of a small area of the United Kingdom with my locality (e.g. a city location and a village location). I can use aerial photographs and plans to recognise landmarks and basic human and physical features.</p>	<p>Working above I can make comparisons of human and physical features of a small area of the United Kingdom and a small area in a contrasting non- European country.</p>	<p>Key Vocabulary beach, cliff, forest, hill, mountain, sea, river, soil, season, weather, coast, ocean, valley, vegetation, factory, office, port and harbour.</p>
<p>Geographical Skills and Fieldwork.</p>	<p>Working towards I can use a simple map or plan. I can use positional language (e.g. under, next to). I can make observations of the features of my school.</p>	<p>At expectations I can use world maps, atlases and globes to identify the United Kingdom and its countries. I can use simple compass directions (e.g. north, south, east, and west). I can devise a simple map. I can use simple fieldwork and observations to study the geography of my school and its immediate locality. I can use locational and directional language (e.g. near, far, left, right).</p>	<p>Working above I can use simple compass directions and directional language to describe the location of features and routes on a map. I can devise a simple map and devise and use a key. I can use simple fieldwork and observations to study the geography of my school and its wider surrounding environment.</p>	<p>Key Vocabulary compass, photograph, map, key, urban, rural</p>


Key Stage 1

Year 2

<p>Locational Knowledge</p>	<p>Working towards I can name, locate and identify characteristics of the four countries of the United Kingdom. I can name the capital cities of the United Kingdom. I can name the surrounding seas of the United Kingdom.</p>	<p>At expectations I can name and locate the world's seven continents and five oceans.</p>	<p>Working above I can name and locate counties and cities of the United Kingdom.</p>	<p>Key Vocabulary environment, United Kingdom, England, Wales, Scotland, Northern Ireland, oceans, seas, North and South Poles, travel,</p>
<p>Place Knowledge</p>	<p>Working towards I can identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>At expectations I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Working above I can identify the position and significance of the Equator, Arctic and Antarctic Circle.</p>	<p>Key Vocabulary local weather, urban, rural, contrast, Equator, Arctic, Antarctic Circle, North and South Poles</p>
<p>Human and Physical Geography</p>	<p>Working towards I can make comparisons of human and physical features of a small area of the United Kingdom with my locality (e.g. a city location and a village location).</p>	<p>At expectations I can make comparisons of human and physical features of a small area of the United Kingdom and a small area in a contrasting non- European country.</p>	<p>Working above I can identify human and physical characteristics of the United Kingdom. I can describe and understand key aspects of volcanoes and earthquakes.</p>	<p>Key Vocabulary beach, cliff, forest, hill, mountain, sea, river, soil, season, weather, coast, ocean, valley, vegetation, factory, office, port, harbour, volcano, earthquake</p>
<p>Geographical Skills and Fieldwork.</p> 	<p>Working towards I can use world maps atlases and globes to identify the United Kingdom and its countries. I can use simple compass directions (e.g. north, south, east, west). I can use locational and directional language (e.g. near, far, left, right). I can use aerial photographs and plans to recognise landmarks and basic human and physical features. I can devise a simple map. I can use simple fieldwork and observations to study the geography of my school and its locality.</p>	<p>At expectations I can use world maps, atlases, and globes to identify countries, continents and oceans. I can use simple compass directions and directional language to describe the location of features and routes on a map. I can devise a simple map and devise and use a key. I can use simple fieldwork and observations to study the geography of my school and its surrounding environment. I can ask geographical questions and I can express my own views about people, places and the environment.</p>	<p>Working above I can use maps, atlases and globes. I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>	<p>Key Vocabulary compass, photograph, map, key, urban, rural</p>


Key Stage 2

Year 3

Locational Knowledge	<p><u>Working towards</u> I can name and locate the world's seven continents and five oceans. I can use world maps, atlases, and globes to identify countries, continents and oceans.</p>	<p><u>At expectations</u> I can name and locate counties and cities of the United Kingdom. I can use maps, atlases and globes.</p>	<p><u>Working above</u> I can locate the world's countries, concentrating on their environmental regions, key physical and human characteristics and major cities.</p>	<p><u>Key Vocabulary</u> environment, United Kingdom, London, England, Cardiff, Wales, Edinburgh, Scotland, Belfast, Northern Ireland, oceans- Pacific, Atlantic, Indian, Southern, Arctic, seas, North and South Poles, travel,</p>
Place Knowledge	<p><u>Working towards</u> I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><u>At expectations</u> I can identify the position and significance of the Equator, Arctic and Antarctic Circle.</p>	<p><u>Working above</u> I can identify geographical regions of the United Kingdom. I can identify the position and significance of the Tropics of Cancer and Capricorn.</p>	<p><u>Key Vocabulary</u> local weather, urban, rural, contrast, Equator, Arctic, Antarctic Circle, North and South Poles</p>
Human and Physical Geography	 <p><u>Working towards</u> I can make comparisons of human and physical features of a small area of the United Kingdom and a small area in a contrasting non- European country.</p>	<p><u>At expectations</u> I can identify human and physical characteristics of the United Kingdom. I can describe and understand key aspects of volcanoes and earthquakes.</p>	<p><u>Working above</u> I can identify key topographic features of the United Kingdom, such as hills, mountains, coast and rivers. I can describe and understand the key aspects of rivers and mountains.</p>	<p><u>Key Vocabulary</u> beach, cliff, forest, hill, mountain, sea, river, soil, season, weather, coast, ocean, valley, vegetation, factory, office, port, harbour, volcano, earthquake</p>
Geographical Skills and Fieldwork.	<p><u>Working towards</u> I can use simple compass directions and directional language to describe the location of features and routes on a map. I can devise a simple map and devise and use a key. I can use simple fieldwork and observations to study the geography of my school and its surrounding environment. I can ask geographical questions and I can express my own views about people places and the environment.</p>	<p><u>At expectations</u> I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>	<p><u>Working above</u> I can describe and understand the key aspects of settlements and land use.</p>	<p><u>Key Vocabulary</u> compass, photograph, map, key, urban, rural</p>

Key Stage 2


Year 4

Locational Knowledge 	<p><u>Working towards</u> I can name and locate counties and cities of the United Kingdom.</p>	<p><u>At expectations</u> I can locate the world's countries, concentrating on their environmental regions, key physical and human characteristics and major cities.</p>	<p><u>Working above</u> I can locate the world's countries, focusing on European countries. I can understand similarities and differences between the United Kingdom and a region in a European country</p>	<p><u>Key Vocabulary</u> environment, United Kingdom, London, England, Cardiff, Wales, Edinburgh, Scotland, Belfast, Northern Ireland, oceans- Pacific, Atlantic, Indian, Southern, Arctic, seas, North and South Poles, travel,</p>
Place Knowledge	<p><u>Working towards</u> I can identify the position and significance of the Equator, Arctic and Antarctic circle.</p>	<p><u>At expectations</u> I can identify geographical regions of the United Kingdom. I can identify the position and significance of the Tropics of Cancer and Capricorn.</p>	<p><u>Working above</u> I can identify the position and significance of latitude, longitude, Northern Hemisphere and Southern Hemisphere.</p>	<p><u>Key Vocabulary</u> urban, rural, contrast, Equator, Arctic, Antarctic Circle, North and South Poles, latitude, longitude, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn.</p>
Human and Physical Geography	<p><u>Working towards</u> I can describe and understand key aspects of volcanoes and earthquakes. I can identify human and physical characteristics of the United Kingdom.</p>	<p><u>At expectations</u> I can identify key topographic features of the United Kingdom, such as hills, mountains, coast and rivers. I can describe and understand the key aspects of rivers and mountains.</p>	<p><u>Working above</u> I understand land use patterns and how they have changed over time. I can describe and understand key aspects of the water cycle.</p>	<p><u>Key Vocabulary</u> beach, cliff, forest, hill, mountain, sea, river, soil, season, weather, coast, ocean, valley, vegetation, factory, office, port, harbour, volcano, earthquake</p>
Geographical Skills and Fieldwork.	<p><u>Working towards</u> I can use maps, atlases and globes. I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</p>	<p><u>At expectations</u> I can describe and understand the key aspects of settlements and land use.</p>	<p><u>Working above</u> I can use the eight points of a compass, and four grid references on a map. I can describe and understand the key aspects of the distribution of natural resources including energy, food, minerals and water,</p>	<p><u>Key Vocabulary</u> compass, photograph, map, key, urban, rural, grid reference, natural resources, energy, minerals.</p>


Key Stage 2

Year 5

Locational Knowledge	<p><u>Working towards</u> I can locate the world's countries, concentrating on their environmental regions, key physical and human characteristics and major cities.</p>	<p><u>At expectations</u> I can locate the world's countries, focusing on European countries.</p>	<p><u>Working above</u> I can locate the world's countries including North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. I can identify the Prime/Greenwich Meridian and time zones.</p>	<p><u>Key Vocabulary</u> environment, United Kingdom, London, England, Cardiff, Wales, Edinburgh, Scotland, Belfast, Northern Ireland, oceans- Pacific, Atlantic, Indian, Southern, Artic, seas, North and South Poles, travel,</p>
Place Knowledge	<p><u>Working towards</u> I can identify geographical regions of the United Kingdom. I can identify the position and significance of the Tropics of Cancer and Capricorn.</p>	<p><u>At expectations</u> I can identify the position and significance of latitude, longitude, Northern Hemisphere and Southern Hemisphere. I can understand similarities and differences between the United Kingdom and a region in a European country.</p>	<p><u>Working above</u> I can understand similarities and differences of the human and physical geography of a region of North or South America. I can describe and understand climate zones, biomes, and vegetation belts.</p>	<p><u>Key Vocabulary</u> urban, rural, contrast, Equator, Artic, Antarctic Circle, North and South Poles, latitude, longitude, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn.</p>
Human and Physical Geography	<p><u>Working towards</u> I can identify key topographic features of the United Kingdom, such as hills, mountains, coast and rivers. I can describe and understand the key aspects of rivers and mountains.</p>	<p><u>At expectations</u> I understand land use patterns and how they have changed over time. I can describe and understand key aspects of the water cycle.</p>	<p><u>Working above</u> I can describe and understand economic activity including trade links.</p>	<p><u>Key Vocabulary</u> beach, cliff, forest, hill, mountain, sea, river, soil, season, weather, coast, ocean, valley, vegetation, factory, office, port, harbour, volcano, earthquake</p>

Geographical Skills and Fieldwork. 	<p>Working towards I can describe and understand the key aspects of settlements and land use.</p>	<p>At expectations I can describe and understand the key aspects of the distribution of natural resources including energy, food, minerals and water, I can use the eight points of a compass, and four grid references on a map.</p>	<p>Working above I can use digital /computer mapping to locate countries and describe features studied. I can use the eight points of a compass, six figure grid references, symbols and key (including Ordnance Survey maps.) I can use fieldwork to study the human and physical features of an area, including graphs and digital technology. I can use geographical evidence to draw conclusions, and give opinions about a place.</p>	<p>Key Vocabulary compass, photograph, map, key, urban, rural, grid reference, natural resources, energy, minerals.</p>

Key Stage 2				
Year 6				
Locational Knowledge	<p>Working towards I can locate the world's countries, focussing on European countries.</p>	<p>At expectations I can locate the world's countries including North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. I can identify the Prime/Greenwich Meridian and time zones.</p>	<p>Working above I can demonstrate in depth knowledge of the environmental regions, key physical and human characteristics and major cities of a world country.</p>	<p>Key Vocabulary environment, United Kingdom, London, England, Cardiff, Wales, Edinburgh, Scotland, Belfast, Northern Ireland, oceans- Pacific, Atlantic, Indian, Southern, Artic, seas, North and South Poles, travel</p>
	<p>Place Knowledge</p>	<p>Working towards I can identify the position and significance of latitude, longitude, Northern Hemisphere and Southern Hemisphere. I can understand similarities and differences between the United Kingdom and a region in a European country.</p>	<p>At expectations I can understand similarities and differences of the human and physical geography of a region of North or South America.</p>	<p>Working above I can demonstrate in depth knowledge of the environmental regions, key physical and human characteristics and major cities of a world country.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human and Physical Geography</p> 	<p><u>Working towards</u> I can describe and understand key aspects of the water cycle. I can describe and understand the key aspects of the distribution of natural resources including energy, food, minerals and water. I understand land use patterns and how they have changed over time.</p>	<p><u>At expectations</u> I can describe and understand climate zones, biomes, and vegetation belts. I can understand similarities and differences of the human and physical geography of a region of North or South America.</p>	<p><u>Working above</u> I can demonstrate in depth knowledge of the environmental regions, key physical and human characteristics and major cities of a world country.</p>	<p><u>Key Vocabulary</u> beach, cliff, forest, hill, mountain, sea, river, soil, season, weather, coast, ocean, valley, vegetation, factory, office, port, harbour, volcano, earthquake</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical Skills and Fieldwork.</p>	<p><u>Working towards</u> I can use the eight points of a compass, and four grid references on a map.</p>	<p><u>At expectations</u> I can describe and understand economic activity including trade links. I can use digital /computer mapping to locate countries and describe features studied. I can use the eight points of a compass, six figure grid references, symbols and key (including Ordnance Survey maps.) I can use fieldwork to study the human and physical features in the local area, including graphs and digital technology. I can use geographical evidence to draw conclusions, and give opinions about a place.</p>	<p><u>Working above</u> I can use fieldwork to study the human and physical features of a world country, including satellite images. I can begin to analyse and interpret data collected from fieldwork.</p>	<p><u>Key Vocabulary</u> compass, photograph, map, key, urban, rural, grid reference, natural resources, energy, minerals.</p>