

## Geography - Progression of Knowledge, Understanding and Skills - WIJPS

Geography inspires pupils to delve deeper and with more curiosity and fascination into the world around them and its people. The knowledge they gain in their primary years, will stay with them for the rest of their lives. It is more essential than ever, in society, today, that we equip our pupils with knowledge about diverse places, people, resources and natural environments together with a deep understanding of the Earth's key physical and human processes, in order that they grow to be tolerant adults able to care for each other and the planet on which we live. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

<p>Nursery &amp; Reception</p> <p><b>EYFS</b></p>	<p><b>The World</b></p> <p><b>Early Learning Goal: Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</b></p> <p>Pupils are given opportunities to;</p> <ul style="list-style-type: none"> <li>• Focus on investigative, experiential learning, discussing what is seen and discovered</li> <li>• They have awareness of the influence of human activity and begin to apply their newly acquired scientific knowledge to their independent opportunities for discovery.</li> </ul> <p>Expected - The children are provided with opportunities to investigate independently and gain an understanding of their world through experiential learning</p> <p>Expected - Pupils can explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions</p> <p>Exceeding - Pupils gain depth of experiences that look beyond labelling and provide them with the context to ask questions why/when?</p>
<p><b>KS1</b></p>	<p><b>KS1: Children develop their knowledge about the world, The United Kingdom and their locality. They understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</b></p>

<p>Subject content</p>	<p><b>Pupils should be taught:</b></p> <p><b>Locational knowledge:</b> 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><b>Place knowledge:</b> understand geographical similarities and differences through studying the human and physical geography of a small areas of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><b>Human and physical geography:</b> 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. Using basic vocabulary to ref to physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and human features (city, town, village, factory, farm, house, office, port, harbour and shop)</p> <p><b>Geographical skills and field work:</b> using world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans, use simple compass directions (N, S, E &amp; W), and location and directional language (e.g. near and far, left and right to describe the features and routes on a map, use aerial photos 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>				
<p>Year One</p>	<p><u>Geographical enquiry</u></p> <ul style="list-style-type: none"> <li>To be able to answer some questions, using different resources, such as books the internet and atlas</li> <li>To be able to answer questions about the weather</li> <li>To be able to keep a weather chart</li> </ul> <p><u>Challenge:</u> Pupils are able to answer questions about a weather chart</p>	<p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>To be able to explain the main features of a hot and cold place</li> <li>To be able to explain how the weather changes with each season</li> </ul> <p><u>Challenge:</u> Pupils are able to make plausible predictions about what the weather may be like later in the day or tomorrow</p>	<p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>To be able to begin to explain why they would wear different clothes at different times of the year</li> <li>To be able to say something about the people who live in hot and cold places</li> <li>To be able to explain what they might wear if they live in a very hot or a very cold place</li> </ul>	<p><u>Geographical knowledge</u></p> <ul style="list-style-type: none"> <li>To be able to point out where the Equator, North Pole and South Pole are on a globe or atlas</li> </ul> <p><u>Topics:</u> <u>Autumn</u> Villages and cities - to know the difference between Barkingside and London</p> <p><u>Spring</u> Compasses and maps - learning basic directions - forwards and backwards, left and right and how these correspond to North, South, East and West and how</p>	<p>Ways parents can help:</p> <p><u>Autumn</u> To support children on local walks and class trips, to help appreciate the differences and look at the world with enquiring eyes</p> <p><u>Spring</u> To look at simple maps together, design maps of familiar places, e.g. the garden or a room in the house and practice the language used in class.</p> <p><u>Summer</u> To accompany the children on a trip to the seaside and compare the terrain - sand</p>

				<p>these might be used with a map</p> <p><u>Summer</u> Features of the seaside - compared to where we live Fairlop Waters and Urban streets compared to a beach on the East Coast</p>	<p>and soil, sea and roads etc. supporting the language used in the classroom</p>
<p><b>Year Two</b></p>	<p><u>Geographical enquiry</u></p> <ul style="list-style-type: none"> <li>To be able to label a diagram or photograph using some geographical words</li> <li>To be able to find out about a locality by using different sources of evidence</li> <li>To find out about a locality by asking relevant questions of someone else</li> <li>To be able to say what they like of don't like about their locality and another locality like the seaside</li> </ul> <p><u>Challenge:</u> Pupils are able to make inferences by looking at a weather chart Pupils can make plausible predictions about what the weather may be like in different parts of the world</p>	<p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>To be able to describe some physical features of their own locality</li> <li>To be able to explain what makes their locality special</li> <li>To be able to describe some places which are not near the school</li> <li>To be able to describe a place outside Europe using geographical words</li> <li>To be able to describe some of the features associated with an island</li> <li>To be able to describe the key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley</li> </ul> <p><u>Challenge:</u> Pupils can find the longest and shortest route using a</p>	<p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>To be able to describe some human features of their own locality, such as jobs people do</li> <li>To be able to explain how the jobs people do may be different in different parts of the world</li> <li>To explain whether they think that people ever spoil the area and if so, how</li> <li>To be able to explain if they think that people try to make the area better, if so, how</li> <li>To be able to explain what facilities a town or village might need</li> </ul> <p><u>Challenge:</u> Pupils can explain how the weather affects different people</p>	<p><u>Geographical Knowledge</u></p> <ul style="list-style-type: none"> <li>To be able to name the continents of the world and find them in an atlas</li> <li>To be able to name the world's oceans and find them in an atlas</li> <li>To be able to name the major cities of England, Wales, Scotland and Ireland</li> <li>To be able to find where they live on a map of the UK</li> </ul> <p><u>Challenge:</u> Pupils can locate some of the world's major rivers and mountain ranges They can point out the North, South, East and West associated with maps and compass</p>	<p><u>Topics:</u> <u>Autumn</u> Introducing the features of a globe and recognising oceans and continents on simple maps, key features of the British Isles - London and its landmarks <u>Spring</u> Comparing London to a rainforest, houses and huts and the position of the equator on a simple map <u>Summer</u> Comparing London to Jerusalem - Israel</p> <p>Ways parents can help: <u>Autumn</u> To provide any memorabilia of Diana they have collected and stories of any associations to bring the history alive <u>Spring</u> Support for visit to Museum or Fire Station</p>

		map They can use a map, photographs, film or plan to describe a contrasting locality outside Europe			<u>Summer</u> Accompany children on local walk to Fairlop Waters or trip to Central Library Ilford
<b>KS2</b> Subject content	<p><b>Pupils continue to extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical tools and skills to enhance their locational and place knowledge.</b></p> <p><b>Pupils should be taught:</b></p> <p><b>Locational knowledge: to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North &amp; South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</b></p> <p><b>Place knowledge: to understand geographical similarities and difference 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</b></p> <p><b>Human and physical geography: 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 and 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</b></p> <p><b>Geographical skills and fieldwork: using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied and to use the eight points of the 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 and use of fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</b></p>				
<b>Year Three</b>	<u>Geographical enquiry</u> <ul style="list-style-type: none"> <li>To use the correct geographical words to describe a place and the events that happen there</li> <li>To identify the key features of a locality by using a map</li> <li>To begin to use 4 figure grid references</li> <li>To accurately plot NSEW on a map</li> <li>To use some basic OS map symbols</li> </ul>	<u>Physical Geography</u> <ul style="list-style-type: none"> <li>To be able to use maps and atlases appropriately by using contents and indexes</li> <li>To be able to describe how volcanoes are created</li> <li>To be able to describe how earthquakes are created</li> <li>To be able to confidently describe the physical features of a locality</li> </ul>	<u>Human Geography</u> <ul style="list-style-type: none"> <li>To be able to describe how volcanoes have an impact on people's lives</li> <li>To be able to confidently describe human features in a locality</li> <li>To be able to explain why a locality has certain human features</li> <li>To be able to explain why a place is like it is</li> <li>To be able to explain how the lives of people</li> </ul>	<u>Geographical Knowledge</u> <ul style="list-style-type: none"> <li>To be able to name a number of countries in the Northern Hemisphere</li> <li>To be able to locate and name some of the world's most famous volcanoes</li> <li>To be able to name and locate some well-known European countries</li> <li>To be able to name and locate the capital cities of neighbouring</li> </ul>	<u>Topics:</u> All around the world: Mapping the world Locating Europe and its geographical and physical features, lines of latitude and comparisons to South America  Ways parents can help: To support children in their research at home - looking at maps, using the Internet, locating interesting facts and features of Europe to

	<ul style="list-style-type: none"> <li>To make accurate measurement of distances within 100Km</li> </ul> <p><u>Challenge:</u> Pupils are able to work out how long it would take to get to a given destination taking account of the mod of transport</p>	<ul style="list-style-type: none"> <li>To be able to locate the Mediterranean and explain why it is a popular holiday destination</li> <li>To be able to recognise the 9 points of the compass (N, NW, W, S, SW, SE, E ,NE)</li> </ul> <p><u>Challenge:</u> Pupils can explain why a locality has certain physical features</p>	<p>living in the Mediterranean would be different from their own</p> <p><u>Challenge:</u> Pupils can explain how people's lives vary due to weather</p>	<p>European countries</p> <ul style="list-style-type: none"> <li>To be aware of different weather in different parts of the world, especially Europe</li> </ul> <p><u>Challenge:</u> Pupils can explain how people's live vary due to weather</p>	<p>share in the classroom and bring geography lessons alive - have you photographs, memorabilia from your holidays/ trips to share?</p>
Year Four	<p><u>Geographical enquiry</u></p> <ul style="list-style-type: none"> <li>To carry out a survey to discover features of cities and villages</li> <li>To be able to find the same place on a globe and in an atlas</li> <li>To be able to label the same features on an aerial photograph as on a map</li> <li>To be able to plan a journey to a place in England</li> <li>To be able to accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)</li> </ul> <p><u>Challenge:</u> Pupils can give accurate</p>	<p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>To be able to describe the main features of a well-known city</li> <li>To be able to describe the main features of a village</li> <li>To be able to describe the main physical differences between cities and villages</li> <li>To be able to use the appropriate symbols to represent different physical features on a map</li> </ul> <p><u>Challenge:</u> Pupils can explain how a locality has changed over time with reference to physical features</p>	<p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>To be able to explain why people are attracted to live in cities</li> <li>To be able to explain why people may choose to live in a village rather than a city</li> <li>To be able to explain how a locality has changed over time with reference to human features</li> <li>To be able to find different views about an environmental issue and explain their view</li> <li>To be able to suggest different ways that a locality could be changed and improved</li> </ul>	<p><u>Geographical Knowledge</u></p> <ul style="list-style-type: none"> <li>To be able to locate the Tropic of Cancer and the Tropic of Capricorn</li> <li>To know the difference between the British Isles, Great Britain and the UK</li> <li>To know the countries that make up the European Union</li> <li>To be able to name up to six cities in the UK and locate them on a map</li> <li>To be able to locate and name some of the main islands that surround the UK</li> <li>To be able to name the areas of origin of the main ethnic groups in</li> </ul>	<p><u>Topics:</u> Types of settlements: Why do people settle in different places, trade, economy, work, fossils and fuels, cities and rives, land use, transportation and holidays</p> <p>Ways parents can help: To support children in their research at home - looking at lifestyles across Europe and beyond, using the Internet, locating interesting facts and features of Europe and further afield to share in the classroom and bring geography lessons alive - have you photographs, memorabilia from your holidays/ trips to share?</p>

	measurements between 2 given places within the UK		<u>Challenge:</u> Pupils can explain how a locality has changed over time with reference to physical features	the UK & in the school <u>Challenge:</u> Pupils can explain how people are trying to manage their environment	
<b>Year Five</b>	<u>Geographical enquiry</u> <ul style="list-style-type: none"> <li>To collect information about a place and use it in a report</li> <li>To be able to map land use</li> <li>To find possible answers to their own geographical questions</li> <li>To be able to make detailed sketches and plans improving their accuracy later</li> <li>To be able to plan a journey to a place in another part of the world, taking account of distance and time</li> </ul> <u>Challenge:</u> Pupils can work out an accurate itinerary detailing a journey to another part of the world	<u>Physical Geography</u> <ul style="list-style-type: none"> <li>To be able to explain why many cities of the world are situated by rivers</li> <li>To be able to explain how a location first into its wider geographical location; with reference to physical features</li> <li>To be able to explain how the water cycle works</li> <li>To be able to explain why water is such a valuable commodity</li> </ul> <u>Challenge:</u> Pupils can explain what a place (open to environmental and physical change) might be like in the future taking account of physical features	<u>Human Geography</u> <ul style="list-style-type: none"> <li>To be able to explain why people are attracted to live by rivers</li> <li>To be able to explain how a locations fits into its wider geographical location; with reference to human economical features</li> <li>To be able to explain what a place might be like in the future, taking account of issues impacting on human features</li> </ul> <u>Challenge:</u> Pupils can report on ways in which humans have both improved and damaged the environment	<u>Geographical Knowledge</u> <ul style="list-style-type: none"> <li>To be able to recognise key symbols used on ordnance survey maps</li> <li>To be able to name the largest desert in the world</li> <li>To be able to identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles, the prime Greenwich meridian and time zones (including day and night)</li> <li>To be able to explain how the time zones work</li> </ul> <u>Challenge:</u> Pupils can name and locate the main canals that link different continents They can name the main lines of latitude and meridian of longitude	<u>Topics:</u>  Ways parents can help: To support children in their research at home, using the Internet to investigate the Mayan people and identify the tropics of Cancer and Capricorn reinforcing work from the classroom - have you travelled to such places and have you photographs, memorabilia from your holidays/ trips to share?

<p>Year Six</p>	<p><u>Geographical enquiry</u></p> <ul style="list-style-type: none"> <li>To confidently explain scale and use maps with a range of scales</li> <li>To be able to choose the best way to collect information needed and decide the most appropriate units of measure</li> <li>To make careful measurements and use the data</li> <li>To use OS maps to answer questions</li> <li>To use maps, aerial photos, plans and web resources to describe what a locality might be like</li> </ul> <p><u>Challenge:</u> Pupils can define geographical questions to guide their research Pupils can use a range of self-selected resources to answer questions</p>	<p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>To be able to give extended descriptions of the physical features of different places around the world</li> <li>To be able to describe how some places are similar and others are different in relation to their human features</li> <li>To be able to accurately use a 4 figure grid reference</li> <li>To be able to create sketch maps when carrying out a field study</li> </ul> <p><u>Challenge:</u> Pupils can plan a journey to another part of the world which takes account of time zones Pupils understand the term sustainable development and can use it in different contexts</p>	<p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>To be able to give an extended description of the human features of different places around the world</li> <li>To be able to map land use with their own criteria</li> <li>To be able to describe how some places are similar and others are different in relation to their physical features</li> </ul> <p><u>Challenge:</u> Pupils can explain how human activity has caused an environment to change They can analyse population data on two settlements and report on findings and questions raised</p>	<p><u>Geographical Knowledge</u></p> <ul style="list-style-type: none"> <li>To be able to name and locate many of the world's major rivers on maps</li> <li>To be able to name and locate many of the world's most famous mountain regions on maps</li> <li>To be able to locate the USA and Canada on a world map and atlas</li> <li>To be able to locate and name the main countries in south America on a world map and atlas</li> </ul> <p><u>Challenge:</u> Pupils can be able to recognise the climate of a given country according to its location on the map</p>	<p><u>Topics:</u> Europe and the world - relate to WWI history topic - identifying battles and links between political and physical geography and history, linking ally relationships to physical support and issues of transport to physical locations using a variety of maps</p> <p>Ways parents can help: To support children in their research at home - looking at different maps and how they may have been used for strategic purposes and supporting the pupils in their planning of their own maps and systems with world and OS maps</p>
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