

Curriculum Intent and Progression - Geography

Intent					
The children have a sense of wonder and curiosity about places and features of the world. The range and depth of geographical knowledge and understanding of each child will increase. The children will ask questions, and develop geographical skills to find answers to these using a range of sources. The children will develop their geographical vocabulary and communicate their knowledge and understanding in a variety of ways.					
	EYFS	Year 1	Year 2	Year 3	Year 4
Locational Knowledge	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (30-50 months)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG – Understanding the World – People, Cultures & Communities)</p>	<p>Locate and name countries that make up the UK.</p> <p>Discussion about the continents.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.</p> <p>Name and locate the world seven continents and five oceans</p>	<p>Locate Europe and some of the countries in Europe with special focus on Italy Look at Italy’s environmental regions, key physical and human characteristics and major cities.</p> <p>Name and locate some of the counties and cities of the United Kingdom.</p> <p>Identify and locate characteristics and features of the local area including human and physical characteristics, key topographical features (including hills, canal and river), and land-use (park, sand quarry, farm land, etc); and</p>	<p>Locate the world’s countries, using maps with a special focus on South America and Egypt, looking at their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Learn the capital cities of some of the countries of Europe. (WW2 topic)</p> <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (Rainforest topic)</p>

				understand how some of these aspects have changed over time.	
Place Knowledge	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (30-50 months)</p> <p>Recognise some similarities and differences between life in this country and life in other countries (40-60 months)</p> <p>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. (ELG – Understanding the World – People, Cultures & Communities)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of the local area and comparing it with a small area of the UK (seaside location).</p>	<p>Understand 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 country (Australia).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and a European country (Italy)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (local area), and a region within South America (rainforest). (Amazon Rainforest vs London, England) (Amazon vs Thames)</p>
Human & Physical Geography	<p>Begin to understand the need to respect and care for the natural environment and all living things. (30-50)</p>	<p>General discussion that there are hot and cold areas of the world</p> <p>Identifying natural and man-made features, including land</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to</p>	<p>Describe and understand key aspects of:</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate</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. (ELG – Understanding the World – The Natural World)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons. (ELG – Understanding the World – The Natural World)</p>	<p>and sea (local area and seaside location).</p> <p>Use basic vocabulary: Physical features: <i>weather, season, beach, sea, cliff,</i> Human features: <i>harbour, port, house, shop, town</i></p>	<p>the equator and North and South Poles</p> <p>Use wider geographical vocabulary to refer to: Physical features: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> Human features: <i>city, town, village, factory, farm, house, office, port, harbour and shop</i></p>	<p>Physical geography, including: volcanoes and earthquakes</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food and minerals (linked to the Romans, and the local area)</p>	<p>zones, biomes and vegetation belts, rivers (Thames and Nile) and the water cycle (link to work on Rainforest)</p> <p>Human geography, including: types of settlement and land use (deforestation), economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Rainforest (including deforestation) and the Amazon, and Egypt and the Nile).</p>
Geographical Skills & Field Work	<p>Draw information from a simple map. (40-60)</p> <p>Explore the natural world around them (40-60) eg, explore and draw what they notice, follow Rosie's walk</p>	<p>Exploring Google Earth</p> <p>Introduction to a globe; using atlases with support to identify the UK and other countries</p> <p>To use simple compass directions (N, S, W, E) and locational and directional language</p>	<p>Use with independence, world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.</p>	<p>Use maps, atlases and globes to locate countries and describe basic features of Italy and the local area.</p> <p>Use the eight points of a compass, four grid references, symbols</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use 6-figure grid references</p>

		<p>Devise a simple map and construct basic symbols in a key.</p> <p>With support, follow a map to walk around the local area</p> <p>Use simple field work to identify key human and physical features of the surrounding area (walk around the town)</p>	<p>Describe the features on a simple map and use simple compass directions and locational and directional language to follow a route on a map.</p> <p>Use aerial photographs to recognise landmarks and basic and physical features, (Australia).</p> <p>Use simple fieldwork and observational skills to study the geography of their school (fire escape plan).</p>	<p>and key (including the use of Ordnance Survey maps) to build their knowledge of the local area.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area, including sketching maps.</p>	<p>Use graphs and digital technologies (2Simple or similar) to present and compare climate. (Amazon vs Leighton Buzzard – temperature, rainfall)</p>
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