



Brindle St Joseph's Catholic Primary School - Knowledge Progression in Geography



EYFS Learning Goals

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the worlds around them from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

Our EYFS Curriculum Aim - The understanding of the world curriculum aims to spark children's curiosity and fascination about their school, local area, wider world and the people in it that will remain with them for the rest of their lives. UW teaching is done through a variety of adult-led activities and continuous provision. Throughout the year we have a variety of visitors and experiences to inspire and engage the children. UW aims to provide children with a foundation for learning in Geography and British Values.

By the end of the Foundation Stage children should be able to:

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.*
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.*
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts and - when appropriate - maps.*

The Natural World

- Explore the natural world around them, making observation and drawing pictures of animals and plants.*
- 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 some important processes and changes in the natural world around them, including the seasons and changing states of matter.*

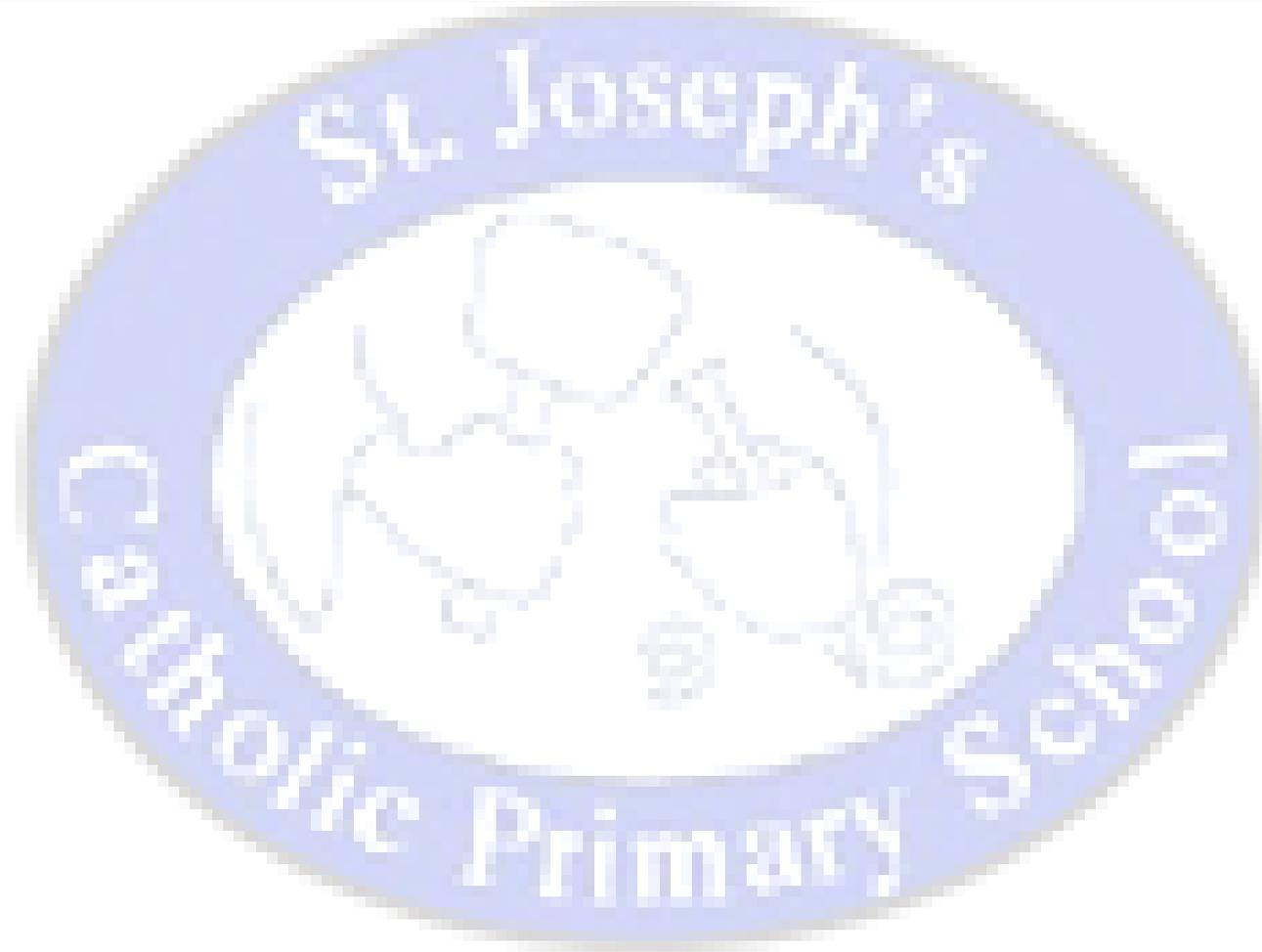
KSI NATIONAL CURRICULUM OBJECTIVES

LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	GEOGRAPHICAL SKILLS AND FIELDWORK
<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom. • 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: <ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> • 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. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use world maps, atlases and globes to identify 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 • 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.

KS2 NATIONAL CURRICULUM OBJECTIVES

LOCATIONAL & PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK
<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Locate the world's countries, using maps to focus on 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. • Name and locate the UK's 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 and longitude. • Identify the position and significance of the Equator, Northern and Southern Hemisphere. • Identify the position and significance of the Tropics of Cancer and Capricorn. • Identify the position and significance of the Arctic and Antarctic Circle. <p>Identify the significance of the Prime/Greenwich Meridian and time zones (including day and night).</p>	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. • Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. • Describe and understand key aspects of physical geography: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. • Describe and understand key aspects of human geography: types of settlement and land use, economic activity 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • use the eight points of a compass • use four and six-figure grid references • Use 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.

	<p><i>including trade links, distribution of natural resources such as energy, food, minerals and water.</i></p>	
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Cycle A

	R/ Y1	Y2/ Y3	Y4/ Y5	YEAR 6
<p>Unit One - Autumn Two</p>	<p><u>BUILDS ON:</u> Some of the children will have already completed a unit based on their local area and its geographical features.</p> <p><u>INTENT:</u> To be able to gain a sound understanding of our school grounds through the use of fieldwork and observations.</p> <p><u>FUTURE LEARNING:</u> By gaining a sound understanding of their school grounds, they will be able to build on this knowledge as they progress through school and complete fieldwork units linked with our local area.</p>	<p><u>BUILDS ON:</u> The children have previously studied the unit 'Commotion in the Ocean' and therefore should have a clear understanding of what an ocean is and how it is different to a sea.</p> <p><u>INTENT:</u> The children need to be able to name and locate the world's seven continents and five oceans.</p> <p><u>FUTURE LEARNING:</u> The children will be studying several different countries as they move through school and this will therefore help them with their locational knowledge.</p>	<p><u>BUILDS ON:</u> The children have already learnt about our island home, cities in UK and compass points and therefore should have good locational knowledge.</p> <p><u>INTENT:</u> To explore similarities and differences of a region within the UK (Greater London).</p> <p><u>FUTURE LEARNING:</u> The children will be using their knowledge of London when comparing other European cities e.g. Barcelona.</p>	<p><u>BUILDS ON:</u> The children will have completed the 'Commotion in the Ocean' topic whilst EYFS/Y1 which introduced the idea of changes to our oceans and human impact on this. They will have also explored changes to animals habitats in Y5 science.</p> <p><u>INTENT:</u> To be able to explain key changes to our planet in relation to energy, food, minerals, and the reasons for this.</p> <p><u>FUTURE LEARNING:-</u></p>

**Unit Two -
Spring Two**

BUILDS ON: The children will already have a basic understanding of weather e.g. sunny, raining.

INTENT: The children will show an understanding of seasonal changes that occur and how these changes impact the daily weather patterns.

FUTURE LEARNING: As the children reach KS2, they will be looking at longitude and latitude and how this impacts seasonal and daily weather patterns.

BUILDS ON: The children completed a topic linked with the seaside and therefore should know that the UK has a coastline and understand what this means.

INTENT: To be able to name and locate countries and cities in the UK and be able to refer to areas via points of a compass e.g. North of England. Also show a good understanding of what it means to be an island.

FUTURE LEARNING: The children can use their locational knowledge and points of a compass when exploring the geographics of London and Preston. This will also link to units covered in History e.g. Vikings due to their arrival by longboats.

BUILDS ON: The children have already learnt about continent and oceans and therefore should have a good locational knowledge.

INTENT: To be able to identify the location Arctic and Antarctic circles and explore the geographical differences within a region of a European country (Iceland).

FUTURE LEARNING: The children will explore longitude and latitude in more depth (Y6) and the impact they have on climate and geography. They will also explore the physical features of volcanoes in summer term.

BUILDS ON: The children have already explored the idea of different climates and the location of the Arctic and Antarctic circles. In class 4/5, the children have also explored North America and therefore should have good locational knowledge.

INTENT: To be able to explore key geography terminology such as latitude, longitude, northern and southern hemisphere whilst also developing an understanding of biomes. The be able to understand geographical similarities and differences of a region within South America.

FUTURE LEARNING:

Unit Three -
Summer
Two

BUILDS ON: Most children will be able to speak about the seaside based on their real-life experiences.

INTENT: To be able to explore and discuss the features of the seaside (coast) whilst using key vocabulary e.g. beach, cliff and coast.

FUTURE LEARNING: In class 2/3 the children will explore the unit 'Our Island Home'. They will build on their knowledge of the seaside (coastline) to explore what an island is and how this then impacts the geography of country.

BUILDS ON: The children have a sound understanding of what life is like in England as well as its location on a world map. They also have a sound understanding of the different continents and oceans.

INTENT: To be able to compare the England to Australia in relation to geography.

FUTURE LEARNING: The children will explore different countries e.g. America. They will also look at longitude and latitude and how this impacts the climate and geography of a country.

BUILDS ON: The children will have previously learnt about Iceland which is also known as the land of fire and ice and therefore had a brief introduction to volcanoes.

INTENT: To be able to describe and understand key aspects of physical geography such as volcanoes and earthquakes.

FUTURE LEARNING: The children will explore other elements of physical geography such as mountains and rivers.

BUILDS ON: The children completed a range of fieldwork and observational units of the local area and our school grounds.

INTENT: To use maps, compasses, grid references and symbols in order to carry out a fieldwork and develop the children's geographical fieldwork skills.

FUTURE LEARNING: -

Cycle B

	R/ Y1	Y2/ Y3	Y4/ Y5	YEAR 6
<p>Unit One - Autumn Two</p>	<p>BUILDS ON: The children will have already looked at seasonal and daily weather patterns.</p> <p>INTENT: To be able to identify the hot and cold regions of the world, explain the reason for the difference. To be able to place animals into the correct region.</p> <p>FUTURE LEARNING: The children will be learning about the journey of fruit and vegetables where they can refer back to their prior learning of hot and cold regions and how important this is in order to grow a range of food.</p>	<p>BUILDS ON: The children will have already explored hot and cold regions in reception/year 1 as well as seasonal changes.</p> <p>INTENT: To be able to understand the importance of climate regions and trade links in relation to food.</p> <p>FUTURE LEARNING: In year 6, the children will complete a unit based on saving our planet. During this topic, they will look at the impact that food growth and trade has on our planet and also the changes that we need to make in order to become sustainable.</p>	<p>BUILDS ON: Some of the children will have previously learnt about volcanoes and earthquakes. The children will all be familiar with the term physical geography and what this refers to. Some of the children will have explored the water cycle during Science.</p> <p>INTENT: To be able to describe and understand key aspects of physical geography such as mountains and rivers (whilst also exploring those that are local to us).</p> <p>FUTURE LEARNING: The children will explore other elements of physical geography such as volcanoes and earthquakes.</p>	<p>BUILDS ON: The children will have completed the commotion in the ocean topic whilst EYFS/Y1 which introduced the idea of changes to our oceans and human impact on this.</p> <p>INTENT: To be able to explain key changes to our planet in relation to energy, food, minerals, and the reasons for this.</p> <p>FUTURE LEARNING:-</p>

**Unit Two -
Spring Two**

BUILDS ON: The children have previously learnt about the hot and cold regions (equator and poles).

INTENT: The children will be able to make comparison between the UK and Africa. They will also be able to identify animals that would be found in Africa.

FUTURE LEARNING: The children will be able to build on their knowledge of Africa (Kenya) when they start to identify the continents of the world.

BUILDS ON: The children will be able to draw on their experiences of completing fieldwork and observations to gain a sound understanding of their local area and school grounds.

INTENT: The children will make comparisons in relation to life in UK as an island home and life on the Isle of Coll.

FUTURE LEARNING: The children will go onto explore cities through their topic of London as exploring the European country of Iceland which is also an island.

BUILDS ON: The children have already learnt about the key features of their local area and the UK.

INTENT: To be able to locate the world's countries using maps to focus on Europe whilst also exploring the similarities and differences of European countries (Preston VS Barcelona).

FUTURE LEARNING: The children will be able to make comparisons in relation to the UK, Spain and Iceland as they continue to develop their knowledge of European countries.

BUILDS ON: The children have already explored the idea of different climates and the location of the Artic and Antarctic circles. In class 4/5, the children have also explored North America and therefore should have good locational knowledge.

INTENT: To be able to explore key geography terminology such as latitude, longitude, northern and southern hemisphere whilst also developing an understanding of biomes. The be able to understand geographical similarities and differences of a region within South America.

FUTURE LEARNING:

Unit Three -
Summer
Two

BUILDS ON: The children will have already looked at oceans and the creatures that live there.

INTENT: To be able to gain an understanding what the ocean is, what lives there, key changes that are occurring and things we can do to help.

FUTURE LEARNING: In class 2/3, the children will further their understanding of difference in oceans and be introduced to the concept of seas and continents. In year 6, the children will learn about climate change and the impact this is having on our planet.

BUILDS ON: The children already have already experiences completing fieldwork and mapping of our school grounds from their time in R/Y1. Some of the children will have previously completed the unit 'Our Island Home'.

INTENT: To be able to use fieldwork to observe, measure, record and present human and physical features in our local area (Hoghton) using a range of methods.

FUTURE LEARNING: The children will revisit the topic of Hoghton again when in year 6 and develop their fieldwork skills further.

BUILDS ON: The children have already explored their local area, the UK and several European countries.

INTENT: To be able to understand geographical similarities and differences of a region within North America.

FUTURE LEARNING: In year 6, the children will explore South America and will therefore be able to compare and contrast between the two areas.

BUILDS ON: The children completed a range of fieldwork and observational units of the local area and our school grounds throughout their time in school.

INTENT: To use maps, compasses, grid references and symbols in order to carry out a fieldwork to further develop the children's geographical fieldwork skills.

FUTURE LEARNING: -

KEY GEOGRAPHICAL CONCEPTS

Reception & Year 1

Year 2 & Year 3

Year 4 & Year 5

Year 6

Place

- Understanding the physical and human characteristics of real places.
 - Developing 'geographical imaginations' of places.

Every place has unique physical and human characteristics, which can be interpreted and represented in different ways. Pupils have mental images of places - the world, the country in which they live, their neighbourhood - which form their 'geographical imaginations'. They should recognise that there are many different perceptions of places, some of which may conflict with their own. When investigating a place, pupils should consider where it is, what it is like, how it became like this and how it might change. Their enquiries should be based on real places.

Space

- Understanding the interactions between places and the networks created by flows of information, people and goods.
- Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

Pupils should develop spatial understanding, including how the locations of human and physical features are influenced by each other and often interact across space. Spatial patterns, distributions and networks can be described, analysed and often explained by reference to social, economic, environmental and political processes. As part of their geographical enquiries, pupils should identify these processes and assess their impact.

Scale

- Appreciating different scales - from personal and local to national, international and global.
 - Making links between scales to develop understanding of geographical ideas.

Scale influences the way we think about what we see or experience. Any geographical enquiry benefits from being viewed from a range of scales to develop an understanding of how these scales are interconnected.

Interconnections

- Exploring the social, economic, environmental and political connections between places, people and processes.
 - Understanding the significance of interdependence in change, at all scales.

Pupils should understand that people, places and processes are connected in a range of ways. People around the world have diverse experiences and ways of life but we also have an impact on each other. These interconnections have significant influences on the characteristics of places and on changes in these characteristics. It also considers environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places.

Processes

- Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.

These physical and human processes cause change and development in places and can be used to explain patterns and distributions. Understanding these processes helps pupils to imagine alternative futures for places and for the people who live and work in them.

Environment

- Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.
 - Exploring sustainable development and its impact on environmental interaction and climate change.

This considers how we use the natural world and how people have the ability to change it. The environment is the product of physical and human processes. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation. Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.