



## St Mary's Catholic Primary School

*Living and Learning Together – Shining in our Faith*

### **Progression of Disciplinary Knowledge**

#### **EARLY YEARS FOUNDATION STAGE CURRICULUM**

##### **Understanding the World – Geography**

##### **Understanding the World - EYFS Statutory Educational Programme:**

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 world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. Through the children's learning opportunities, such as listening to a broad selection of stories, non-fiction, rhymes and poems they will foster an understanding of our culturally, socially, and ecologically diverse world.

##### **3 and 4 year olds**

##### **Areas of learning:**

##### **Understanding of the world**

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

##### **Communication and Language**

- Talk about what they see.
- Explore how things work.
- Use a wider range of vocabulary.

##### **Mathematics**

- Discuss routes and locations using words such as 'in front of' and 'behind'.
- Understand position through words alone
- Describe a familiar route

##### **Literacy**

- Print as meaning – looking at different places in the world.

	<p>Expressive Arts and Designs</p> <ul style="list-style-type: none"> <li>Respond to what they have heard expressing their thoughts and feelings</li> </ul>
<b>Reception</b>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Talk about members of their immediate family and community.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>
<b>End of Reception Early Learning Goals</b>	<p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> </ul> <p>ELG: Understanding the World - People, Culture and Communities</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> </ul> <p>ELG: Understanding the World –The Natural World</p> <ul style="list-style-type: none"> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons</li> </ul>
<p style="text-align: center;"><b>NATIONAL CURRICULUM KEY STAGES 1 &amp; 2</b></p> <p style="text-align: center;"><b>Geography</b></p> <p>The National Curriculum aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	

- 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

<b>Substantive Knowledge</b>	<b>Locational and Place knowledge</b>	<b>Human &amp; physical Geography</b>	<b>Geographical Skills: Enquiry and Investigation</b>	<b>Geographical Skills: Fieldwork</b>	<b>Geographical Skills: Interpret a range of sources of Geographical Information</b>	<b>Geographical Skills: Communicate Geographical Information</b>
<b>Aims</b>	<b>Investigate Places</b>	<b>Investigate Patterns Communicate Geographically</b>	<b>Communicate Geographically</b>	<b>Communicate Geographically</b>	<b>Communicate Geographically</b>	<b>Communicate Geographically</b>
<b>Disciplinary Knowledge within Year groups</b>  <b>Year 1</b>	Name and locate some places in their locality, the UK and wider world.	Describe some places and features using basic geographical vocabulary.  Express their views on some features of their environment e.g. what they do or do not like.  Explore and investigate weather and climate within the UK	Ask and answer simple geographical questions.  Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.  Compare the similarities and differences for a small area of the UK and a contrasting small area of a non- European country	Observe and describe daily weather patterns.  Use simple fieldwork and observational skills when studying the geography of their school and its grounds.	Use a range of sources such as simple maps, globes, atlases and images.  Know that symbols mean something on maps.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.  Draw, speak or write about simple geographical concepts such as what they can see where.  Ask geographical questions

<b>Year 2</b>	<p>Name and locate significant places in their locality, the UK and wider world.</p> <p>Name and locate the 7 continents of the world</p> <p>Name and locate the 5 oceans of the world</p> <p>Name and locate the 4 countries of the UK and their capitals Locate hot and cold places in relation to the equator and the north and south pole</p>	<p>Describe places and features using simple geographical vocabulary.</p> <p>Make observations about features that give places their character.</p> <p>Explore and investigate weather and climate within the UK</p>	<p>Ask and answer simple geographical questions.</p> <p>Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p> <p>Compare the similarities and differences for a small area of the UK and a contrasting small area of a non- European country</p>	<p>Observe and describe daily weather patterns.</p> <p>Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</p>	<p>Use a range of sources such as simple maps, globes, atlases and images.</p> <p>Use aerial photos to recognise landmarks and physical features.</p> <p>Know that symbols mean something on maps.</p>	<p>Express views about the environment and can recognise how people sometimes affect the environment.</p> <p>Create their own simple maps and symbols</p> <p>Use grid references</p> <p>Ask and start to discuss geographical questions</p>
<b>Year 3</b>	<p>Name and locate a wider range of places in their locality, the UK and wider world.</p> <p>Locate the world's countries – focusing on Europe including the location of Europe) and North and South America</p>	<p>Use geographical language to describe some aspects of human and physical features and patterns.</p> <p>Make observations about places and features that change over time</p>	<p>Ask and answer more searching geographical questions when investigating different places and environments.</p> <p>Identify similarities, differences and patterns when comparing places</p>	<p>Observe, record, and name geographical features in their local environments.</p>	<p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p> <p>Use the eight compass points and recognise some</p>	<p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p> <p>Communicate geographical information through</p>

			and features.		Ordnance Survey symbols on maps.	a range of methods including the use of ICT.
<b>Year 4</b>	<p>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features</p> <p>Locate the world's countries – focusing on Europe including the location of Europe) and North and South America</p>	<p>Use geographical language to identify and explain some aspects of human and physical features and patterns.</p> <p>Describe how features and places change and the links between people and environments.</p>	<p>Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people. Observe, record, and explain physical and human features of the environment.</p>	Observe, record, and explain physical and human features of the environment.	<p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</p> <p>Recognise Ordnance Survey symbols on maps and locate features using four figure grid references.</p> <p>Use eight points of a compass, four figure grid references and ordnance symbols and keys to communicate knowledge of the world.</p>	<p>Express their opinions on environmental issues and recognise that other people may think differently.</p> <p>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p> <p>Ask and answer geographical questions about North and South America.</p>
<b>Year 5</b>	Name and locate an increasing range of places in the world including globally and topically significant features and events	<p>Aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</p> <p>Demonstrate understanding of</p>	<p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p> <p>Recognise geographical issues affecting people in different places and</p>	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies	<p>Use a range of maps and other sources of geographical information and select the most appropriate for a task.</p> <p>Demonstrate an understanding of the difference between Ordnance</p>	<p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</p> <p>Choose from a range of methods e.g. digital maps,</p>

		<p>how and why some features or places are similar or different and how and why they change.</p> <p>Describe human geography – world trade</p>	environments		<p>Survey and other maps and when it is most appropriate to use each.</p> <p>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</p>	<p>plans, graphs and presentations when communicating geographical information</p> <p>Be aware of key topographical and land use patterns</p>
<b>Year 6</b>	Name and locate an extensive range of places in the world including globally and topically significant features and events.	<p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Explain some links and interactions between people, places and environments.</p> <p>Describe and understand human geography – world trade</p>	<p>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</p> <p>Make predictions and test simple hypotheses about people, places and geographical issues.</p>	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.	<p>Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</p> <p>Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. Describe route and direction of location linking 8</p>	<p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>Communicate geographical information using a wide range of methods including writing at increasing length.</p> <p>To understand and be able to discuss key</p>

					<p>points of compass to degrees on a compass</p> <p>Identify the position and explain the 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 Identify and describe the geographical significance of time zones</p>	<p>topographical and land use patterns</p>
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