



St Mary's Catholic Primary School

Living and Learning Together – Shining in our Faith

Geography Key Skills and Progression in 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	Reception	End of Reception Early Learning Goals
<p>Understanding the World:</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials • Explore materials with similar and/ or different properties • Talk about what they see, using a wide vocabulary • Continue developing positive attitudes about the differences between people • Show interest in different occupations • Begin to understand the need to respect and care for the natural environment and all living things • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<p>Communication:</p> <ul style="list-style-type: none"> • Talk about the features of their immediate environment and other places – familiar places and those they have learned about and the differences between environments. <p>Mapping and Geographical skills:</p> <ul style="list-style-type: none"> • Recognise, know about and describe features of different places including their immediate environment, other familiar places and those they have learned about through non-fiction texts, stories, maps, visits, visitors. <p>Fieldwork:</p> <ul style="list-style-type: none"> • Look closely at similarities and differences between their immediate environment, other familiar places and those they have learned about through books or websites. 	<p>ELG: Understanding the World - People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class. <p>ELG: Understanding the World –The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations, drawing pictures of animals and plants.

	<ul style="list-style-type: none"> Talk about what features are the same and different. <p>Enquiry:</p> <ul style="list-style-type: none"> Comment and ask questions about their immediate environment, other familiar places and those they have learned about. 	<ul style="list-style-type: none"> 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.
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NATIONAL CURRICULUM KEY STAGES 1 & 2 Geography

The National Curriculum aims to ensure that all pupils:

- 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
- 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
- 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

	Locational and Place knowledge	Human & physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a range of sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Year 1	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	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and	Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their	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

		e.g. what they do or do not like. Explore and investigate weather and climate within the UK	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	school and its grounds.		geographical concepts such as what they can see where. Ask geographical questions
Year 2	Name and locate significant places in their locality, the UK and wider world. Name and locate the 7 continents of the world Name and locate the 5 oceans of the world 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	Describe places and features using simple geographical vocabulary. Make observations about features that give places their character. 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. Use aerial photos to recognise landmarks and physical features. Know that symbols mean something on maps.	Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols Use grid references Ask and start to discuss geographical questions
Year 3	Name and locate a wider range of places in their locality, the UK and wider world. Locate the world's countries – focusing on Europe including the location of Europe) and North and South America	Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change	Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and	Observe, record, and name geographical features in their local environments.	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate

		over time	patterns when comparing places and features.		compass points and recognise some Ordnance Survey symbols on maps.	geographical information through a range of methods including the use of ICT.
Year 4	<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>	<p>Observe, record, and explain physical and human features of the environment.</p>	<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 Survey 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>
Year 5	<p>Name and locate an increasing range of places in the world including globally and topically significant features and events</p>	<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 how and why some features or places</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 environments</p>	<p>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies</p>	<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 Survey and other maps and when it is</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, plans, graphs and presentations when</p>

		<p>are similar or different and how and why they change.</p> <p>Describe human geography – world trade</p>			<p>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>communicating geographical information</p> <p>Be aware of key topographical and land use patterns</p>
Year 6	<p>Name and locate an extensive range of places in the world including globally and topically significant features and events.</p>	<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>	<p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p>	<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 points of compass to degrees on a compass</p> <p>Identify the position and explain the significance of latitude, longitude, equator, northern hemisphere, southern</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 topographical and land use patterns</p>

					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	
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