



Geography

EYFS Statutory Framework

Understanding the world

The world: children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.

Development Matters Progression of Knowledge and Skills

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| 30-50 months | <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Developing an understanding of growth, decay and changes over time. • Shows care and concern for the environment |
| 40- 60 months | <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. |

KS 1 National Curriculum

Ge1/1.1 Location Knowledge

Ge1/1.1a name and locate the world’s 7 continents and 5 oceans

Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Ge1/1.2 Place Knowledge

Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Ge1/1.3 Human and Physical Geography

Ge1/1.3a 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

Ge1/1.3b use basic geographical vocabulary to refer to:

- 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

Ge1/1.4 Geographical Skills and Fieldwork

Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map

Ge1/1.4c use aerial photographs 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

Ge1/1.4d 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.



Geography: National Curriculum and Progression of Knowledge and Skills



| Year 1 Progression of Knowledge and Skills | |
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| Geographical vocabulary | <ul style="list-style-type: none"> • Use correct terminology to describe a feature or location, e.g. forest, hill, river, soil, vegetation, season and weather, town, village, factory, farmland, house, office, railway and shop. • Identify features as physical or human within their immediate surrounding. |
| Enquiry | <ul style="list-style-type: none"> • Ask geographical questions about their locality e.g. What is it like to live in this place? • Express own views and opinions about a place, people and the environment • Begin to recognise how places have become the way they are e.g. shops (patterns and processes) • Observe and record e.g. identify buildings on a street • Communicate in different ways e.g. pictures, pictograms, simple maps, sketches, labelled diagrams |
| Theme | <ul style="list-style-type: none"> • Own locality fieldwork- Mersham Village |
| Fieldwork: Where? Why? Use fieldwork techniques | <ul style="list-style-type: none"> • Use simple field sketches and a camera when carrying out fieldwork • Where? Why- what is the purpose?- Local landscape- school grounds and using simple maps. Link to school trip and map of Leeds Castle. |
| Map work/ atlas work | <ul style="list-style-type: none"> • Make simple maps and plans |
| Year 2 Progression of Knowledge and Skills | |
| Geographical vocabulary | <ul style="list-style-type: none"> • Use correct terminology to describe a feature or location e.g. landmark, church, shop, pub, park, road, footpath, field, hill, woods, farmland, river - Identify a wide range of features as physical or human; Key human features e.g. cliff, town, village city,, factory, farm, house, office, port, harbour and shop. Key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather |
| Enquiry | <ul style="list-style-type: none"> • Ask geographical questions about their locality and in comparison to a UK locality – Where is this place? What is it like? How is it different? • Express own views and opinions about a place, people, environment and location. Give reasoning. • Identify patterns and processes that have impacted on how a place has developed e.g. shops • Observe and record in a range of different ways e.g. sketches, diagrams, ICT • Communicate in a range of different ways e.g. pictures, pictograms, simple maps, sketches, labelled diagrams, report |
| Theme | <ul style="list-style-type: none"> • UK locality that contrasts with Mersham Village |
| Fieldwork: Where? Why? Use fieldwork techniques | <ul style="list-style-type: none"> • Use simple field sketches, diagrams and a camera when carrying out fieldwork • Where? Why- what is the purpose? Field work around the village – to identify key physical features and landmarks, to follow a route on a map, to identify features on aerial photographs, to identify river hazards |
| Map work/ atlas work | <ul style="list-style-type: none"> • Compare two settlements • Use globes, maps and plans at a range of scales • Draw significant information from a map |



KS2 National Curriculum

Ge2/1.1 Locational Knowledge

Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Ge2/1.1b name and locate counties and cities of the United Kingdom, 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

Ge2/1.1c 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 (including day and night)

Ge2/1.2 Place Knowledge

Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography
Mersham: a region of the United Kingdom

Ge2/1.3 Human and Physical Geography

Ge2/1.3a describe and understand key aspects of physical geography, including: volcanoes

Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use; local human and physical geography study

Ge2/1.4 Geographical Skills and Fieldwork

Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Ge2/1.4b use the 8 points of a compass, 4 and 6-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

Ge2/1.4c 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.

Year 3 Progression of Knowledge and Skills

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| Geographical vocabulary | <ul style="list-style-type: none"> • Use correct terminology to describe a feature or location e.g. Northern hemisphere, Southern hemisphere, equator, tropics of cancer and Capricorn, • To describe route and direction using the 8 compass points e.g. N, S, E, W, NW, NE, SW, SE |
| Enquiry (builds on questions from previous years) | <ul style="list-style-type: none"> • Analyse evidence and draw own conclusions about different locations , e.g. climate, population • Identify and explain the different views and opinions within a location, e.g. views of different sections of communities when developing holiday resort or a new housing estate • Present geographical issues through drama and role play e.g. recycling • Collect and record evidence using a range of approaches, e.g. constructing a questionnaire, using field sketches, brainstorming locations and e-learning • Communicate in ways appropriate to the task and audience, e.g. use questionnaires, charts, graphs to show results, write views to local paper |
| Theme | <ul style="list-style-type: none"> • Weather, environment, environmental change and sustainability |
| Fieldwork: where, why? Use fieldwork techniques | <ul style="list-style-type: none"> • Use detailed field sketches and diagrams • Where? Why- what is the purpose? • Use a compass and map to navigate a route (Forest School) • Study of Local Area investigating building use, comparing to Google Maps (Europe) |
| Map work/ atlas work | <ul style="list-style-type: none"> • Draw maps more accurately • Birds eye view (from above) and use a key accurately • Use globes, maps and plans at a range of scales including ICT |



Geography: National Curriculum and Progression of Knowledge and Skills



| Year 4 Progression of Knowledge and Skills | |
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| Geographical vocabulary | <ul style="list-style-type: none"> Use correct terminology to describe a feature or location e.g. latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, physical and human features To describe route and direction using the 8 compass points and beginning to interpret these into degrees |
| Enquiry (builds on questions from previous years) | <ul style="list-style-type: none"> Analyse evidence and draw own conclusions about different locations, e.g. climate, population Identify and explain the different views and opinions within a location, e.g. views of different sections of communities when developing holiday resort or a new housing estate Collect and record evidence using a range of approaches, e.g. constructing a questionnaire, using field sketches, brainstorming locations and e-learning Communicate in ways appropriate to the task and audience, e.g. use questionnaires, charts, graphs to show results, write views to local paper |
| Theme | <ul style="list-style-type: none"> Settlements, land-use, physical and human features, biomes, South America Case study of human geography, position of longitude/latitude etc. |
| Fieldwork: where, why? Use fieldwork techniques | <ul style="list-style-type: none"> Use detailed field sketches and diagrams Study of Local Area investigating land use |
| Map work/ atlas work | <ul style="list-style-type: none"> Draw maps more accurately with a developing understanding of scale Birds eye view (from above) and develop a more complex key Use atlases, maps and plans to locate position of location including coordinates |
| Year 5 Progression of Knowledge and Skills | |
| Geographical vocabulary | <ul style="list-style-type: none"> Use correct terminology to describe a feature or location e.g. latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, physical and human features To describe route and direction using the 8 compass points and beginning to interpret these into degrees Begin to make connections to theme using the correct vocabulary, e.g. river – erosion/ deposition |
| Enquiry (builds on questions from previous years) | <ul style="list-style-type: none"> Analyse evidence and draw own conclusions about different locations, e.g. compare historical maps of varying scales, temperature of various locations, influence on people and everyday life Identify and explain the different views and opinions within a location, e.g. views of different sections of communities when developing holiday resort or a new housing estate Write and use questionnaires to obtain views of the community on a focus subject Collect and record evidence using a range of approaches, e.g. constructing a questionnaire, using field sketches, brainstorming locations and e-learning Conduct a land use survey and categorise codes Communicate in ways appropriate to the task and audience, e.g. use questionnaires, charts, graphs to show results, write views to local paper |
| Theme | <ul style="list-style-type: none"> Water and the effects it has on the environment, settlement, environmental change and sustainability- same as Year 4? |
| Fieldwork: where, why? Use fieldwork techniques | <ul style="list-style-type: none"> Field sketches should show a developing understanding of pattern, movement and change Where? Why- what is the purpose? Study of Local Area investigating land use, rivers and coastal areas. |
| Map work/ atlas work | <ul style="list-style-type: none"> Draw maps more accurately, using a scale Use the key to make deductions about landscape, industry etc. Use atlases, maps and plans to locate position of location including coordinates with speed and accuracy |



Geography: National Curriculum and Progression of Knowledge and Skills



| Year 6 Progression of Knowledge and Skills | |
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| Geographical vocabulary | <ul style="list-style-type: none"> Describe route, direction and location using the 16 points on a compass Describe route, direction and location using a compass (degrees) Begin to make connections to theme using the correct vocabulary, e.g. transportation: coasts – long shore drift/ headland |
| Enquiry (builds on questions from previous years) | <ul style="list-style-type: none"> Analyse evidence and draw own conclusions about different locations, e.g. compare historical maps of varying scales, temperature of various locations, influence on people and everyday life Identify patterns and give reasoning to support statements Identify and explain the different views and opinions within a location, e.g. impact of climate change on communities/countries: does what we do affect a child on the other side of the world? Give detailed views and opinions and justify reasoning using evidence to support Record measurement of river width, depth and velocity Communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school |
| Theme | <ul style="list-style-type: none"> Earthquakes , settlement, environmental change and sustainability |
| Fieldwork: where, why? Use fieldwork techniques | <ul style="list-style-type: none"> Field sketches should show a secure understanding of pattern, movement and change Where? At school: Environmental quality and improvement. Why? Linked to topic: Nurturing Nature |
| Map work/ atlas work | <ul style="list-style-type: none"> Draw maps using a scale Use the key to make deductions about landscape, industry etc. Extend to 6 figure grid references with teaching of latitude and longitude in depth |