Geography

EYFS Framework 2021

ELG: People, Culture and Communities	Children at the expected level of development will: • 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, non-fiction texts and – when appropriate – maps.

EYFS Progression of Knowledge and Skills

- I can **locate** areas in my new environment.
- I can **describe** my environment.
- I can **compare** environments.
- I can **state** where I live.
- I can **discuss** similarities and differences in my country and others, using stories I have heard in class to support me.
- I can **create** maps based on my experiences.

Vocabulary: environment, compare, same, different, Mersham, Ashford, United Kingdom

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 Skills

KS 1 Ready to Progress Criteria ('Teaching a Broad and Balanced Curriculum for Educational Recovery', June 2021)	
At Key Stage 1: • Key knowledge and skills, including basic **locational knowledge** such as the **names and locations** of the world's **continents** and oceans, should be the focus to address missed education and provide the basis for knowledge that will be needed later.	
Year 1 Progression of Knowledge and Skills	
Geographical vocabulary	Recap previous year vocabulary and then: **forest, hill, river, soil, vegetation, season, weather, town, village, factory, farmland, house, office, railway and shop, physical, human, United Kingdom, England, London, Northern Ireland, Belfast, Scotland, Edinburgh, Wales, Cardiff, Capital City, Oceans: Pacific, Atlantic, Indian, Southern, Arctic, Asia, Africa, North America, South America, Antarctica, Europe, Oceania, equator**
Enquiry	• 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	• Own locality fieldwork- Mersham Village
Fieldwork: Where? Why? Use fieldwork techniques	• Use simple field sketches and a camera when carrying out fieldwork • Local landscape- school grounds and using simple maps. Link to school trip and map of Leeds Castle. o *I can create my own map of a castle and use a key; using key features of the landscape.*
Map work/ atlas work	• Make simple maps and plans o *I can plot key features of the classroom/school grounds on an aerial map and create a key.* o *I can make a simple map to show minibeasts found in local area.* • Name the countries in the UK o *I know that UK means United Kingdom and this is made up of 4 countries.* o *I live in the UK.* o *I can name the 4 countries in the UK and find them on a map.* o *I can name the capital cities of the countries in the UK.* • Name the 7 continents o *I know that there are 7 continents.* o *I can name the smallest and largest continent.* o *I can plot some of the continents on a map of the world.* o *I live in Europe.* o *The weather in England is different to that in other parts of the world (two comparison countries closer to/further away from equator)* • Name the 5 main oceans o *I can name the 5 main oceans (Pacific, Atlantic, Indian, Southern, Arctic)* o *I can plot some of the main oceans on a map of the world.*
Year 2 Progression of Knowledge and Skills	
Geographical vocabulary	Recap previous year vocabulary and then: **landmark, church, shop, pub, park, road, footpath, field, hill, woods, farmland, river** **Key human features- cliff, town, village city, factory, farm, house, office, port, harbour and shop.**

Geography National Curriculum and Progression of Skills

	Key physical features- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, United Kingdom, England, London, Northern Ireland, Belfast, Scotland, Edinburgh, Wales, Cardiff, Capital City, Oceans: Pacific, Atlantic, Indian, Southern, Arctic, village, Brazil, Amazon Rainforest. Asia, Africa, North America, South America, Antarctica, Europe, Oceania.
Enquiry	• 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 places 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	• UK locality that contrasts with Mersham Village o *I can name and locate key features of the Mersham landscape and village.*
Fieldwork: Where? Why? Use fieldwork techniques	• Use simple field sketches, diagrams and a camera when carrying out fieldwork • Field work around the village – to identify key physical features and landmarks, to follow a route on a map, identify features on aerial photographs, to identify river hazards
Map work/ atlas work	• Compare two settlements • Use globes, maps and plans at a range of scales • Draw significant information from a map o *Brazil is a country in South America.* o *Brazilia is the capital city of Brazil.* o *The Amazon Rainforest is in Brazil.* • Name the countries in the UK o *I know that UK means United Kingdom and this is made up of 4 countries.* o *I live in the UK.* o *I can name the 4 countries in the UK and find them on a map.* o *I can name the capital cities of the countries in the UK.* o *I can identify some of the defining features of each country (e.g. flag, foods, accents etc.)* • Name the 7 continents o *I know that there are 7 continents.* o *I can name the smallest and largest continent.* o *I can plot some of the continents on a map of the world.* • Name the 5 main oceans o *I can name the 5 main oceans (Pacific, Atlantic, Indian, Southern, Arctic)* o *I can plot some of the main oceans on a map of the world.*

Geography National Curriculum and Progression of Skills

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.

KS 2 Ready to Progress Criteria

('Teaching a Broad and Balanced Curriculum for Educational Recovery', June 2021)

At key stage 2:

- Curriculum adjustments should prioritise critical underpinning knowledge, such as **weather** and **climate**, **geology**, **topography**, **trade links**, and **natural resources** and their distribution.

Year 3 Progression of Knowledge and Skills

Geographical vocabulary	Recap previous year vocabulary and then: North, South, East, West, NW, NE, SW, SE, hemisphere, equator, Topics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones Volcanoes: core, mantle, crust, magma, lava, tectonic plate, eruption, lava, earthquake, Richter Scale
Enquiry (builds on questions from previous years)	• 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	• Weather, environment, environmental change and sustainability o *I can explain how the location of a country can affect its weather.* o *The core is the centre of the Earth.*

	○ *The mantle is between the core and the crust.* ○ *The crust is the outer part of the Earth.* ○ *Magma is hot liquid in the Earth's core.* ○ *Lava is the hot liquid that comes out of a volcano when it erupts.* ○ *Tectonic plates and rocks which form the Earth's surface.* ○ *Lava is forced out of a volcano when it erupts.* ○ *An earthquake is the shaking of the Earth's crust due to movement of tectonic plates.* ○ *How a volcano is formed:* ▪ *Magma rises through cracks in the Earth's crust.* ▪ *Pressure builds up inside the Earth.* ▪ *When this pressure is released, magma explodes to the surface causing a volcanic eruption.* ▪ *The lava from the eruption cools to form new crust.* ▪ *Over time, after several eruptions, the rock builds up and a volcano forms.* ▪ *We measure the size of an earthquake using a Richter Scale.*
Fieldwork: where, why? Use fieldwork techniques	• Use detailed field sketches and diagrams
Map work/ atlas work	• Draw maps more accurately from a birds eye view (from above) and use a key accurately • Use globes, maps and plans at a range of scales including ICT ○ *I know the location of the 7 continents and the 5 great oceans.* ○ *I can use key vocabulary and compass points to compare their locations.* ○ *The UK is in the Northern Hemisphere.*
Year 4 Progression of Knowledge and Skills	
Geographical vocabulary	Recap previous year vocabulary and then: Urban / Rural areas Land use – agriculture, industrial, leisure, retail, housing Trade, Fair Trade, Export / Import, Food Miles Biome, longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere Global Warming / The Greenhouse Effect Whitby, Yorkshire, physical geography, human geography, Trade, fair trade, export, import, food miles Adaptation, Antarctic, Arctic, climate, global warming, The Greenhouse Effect
Enquiry (builds on questions from previous years)	• Analyse evidence and draw own conclusions about different locations , e.g. climate, population ○ *I can compare and contrast my local area with Whitby in North Yorkshire.* ○ *Over 20,000 years ago, most of the world was covered in ice. Now, these huge sheets of ice are found only in the Antarctic and Arctic.* ○ *Polar areas are very cold (never normally more than 0°C), with winters normally below -40°C.* ○ *Tundra areas are cold. The summer maximum temperatures is 10°C and the winter temperature can reach -50°C.* ○ *Animals in these areas have adapted.* ○ *Due to climate change, the polar ice caps are melting as the regions become warmer. The melting ice is causing sea levels to rise, which in turn causes flooding.* ○ *Climate change is also impacting on animals.* • 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. ○ *I can compare features of local and contrasting landscapes based on a local study.*

	• 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	• Settlements, land-use, physical and human features, biomes. o *Land can be used in different ways (agriculture, industrial, leisure, retail, and housing).* • South America Case study of human geography, position of longitude/latitude, trade o *The top product exported by the UK are cars.* o *The top product imported by the UK is crude petroleum (which is used to make petrol).* o *During the Stone Age, trade was carried out within small communities over short distances. In the 17th Century, trade across oceans became possible. Now, trade is on a global scale!* o *In the UK…* ▪ *95% of our fruit comes from abroad* ▪ *Half of our vegetables are also imported* ▪ *30% of goods that are transported by lorry is food* ▪ *We import over 16 million tonnes of food each year*
Fieldwork: where, why? Use fieldwork techniques	• Use detailed field sketches and diagrams • Study of Local Area investigating land use o *I can list ways land is used in Mersham.*
Map work/ atlas work	• 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 o *I can locate South America on a map and name some countries.* o *I can divide a map of Britain into the seven Anglo-Saxon kingdoms.* o *I can locate place names in Britain that have Anglo-Saxon origin.*
Year 5 Progression of Knowledge and Skills	
Geographical vocabulary	Recap previous year vocabulary and then: river – erosion/ deposition, landscape, political, environment, impact, settlements <u>Earth and Space:</u> People: Dwight Eisenhower, Lydon B Johnson, Neil Armstrong, Buzz Aldrin, John F Kennedy, Wernher Von Braun, Helen Sharman, Tim Peake, Yuri Gagarin, Valentina Tereshkova, Laika Space dog, Richard Nixson NASA, Space X, EPSA, Kennedy space centre, ISS – international space station Florida, State, Topography, Temperature, Weather, Atmosphere, Climate, 6 figure grid, Astronaut, Cosmonaut, RAF, Mission control, Capsule, USSR, USA, Titusville, Orlando, Cape Canaveral <u>Constructed World:</u> Topography, Temperature, Climate, Land use, RICEPOTS, Spot height, Contours, Settlement, (Hamlet, Village, Town, City, Megacity), Run off, Landfill, Leachate, Bio-diversity, Noise pollution, Light pollution, Castles, Motte and Bailey, Stone keep, Curtain wall, Concentric castle <u>River</u> Upper course: Source, Cave, Waterfall, Hill, Mountains and valleys, Middle course, Marsh, Floodplain, Meander, Oxbow lake Lower course: Delta, Floodplain, Estuary, Mouth Mississippi, Amazon, Nile, Yangtze, Ganges, Volga, Colorado, Zambezi, Stour, Thames, Severn, Clyde, Tay, Mary Anning, James Hutton, conglomerate, breccia, chalk, sandstone, mudstone, granite, flint,

	limestone Coast River mouth, Beach, Wave, Swash, Long shore drift, Erode, Erosion, Cave, Stump, Stack, Cliff
Enquiry (builds on questions from previous years)	• 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	• Water and the effects it has on the environment, settlement, environmental change and sustainability o *I can discuss and argue about the sustainability of space travel.*
Fieldwork: where, why? Use fieldwork techniques	• Field sketches should show a developing understanding of pattern, movement and change
Map work/ atlas work	• 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 o *I can plot on a map the locations of key countries and states involved in space travel.* o *I can show the location of key rivers on maps of the world and UK.*
Year 6 Progression of Knowledge and Skills	
Geographical vocabulary	Recap previous year vocabulary and then: Transportation: coasts – long shore drift/ headland World Climate Zones: arid, temperate, Mediterranean, polar, mountain, tropical. Global warming, climate change, the greenhouse effect, pollution, fossil fuels, atmosphere, weather, climate zone, environment, habitat, sustainable development, biodiversity, recycle, renewable energy, reduce. Tectonic plates: Convection current, earthquake, epicentre, fault, lava, magnitude, plate boundary (constructive/divergent, destructive, conservative), Richter Scale, tectonic plate, tsunamis, volcano
Enquiry (builds on questions from previous years)	• 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	• Earthquakes , settlement, environmental change and sustainability ***Earthquakes*** o *The Earth's crust is 'broken' into large sections called tectonic plates.*

	○ *The plates meet at plate boundaries and are slowly moving.* ○ *The direction they are moving in relation to each other creates different types of plate boundaries: convergent; divergent; conservative; collision.* ○ *250 million years ago, the Earth's landmasses were joined together in one supercontinent, called Pangaea. Over time, tectonic movement has caused the land mass to separate and move into the continents we recognise today.* ○ *Constructive boundaries (also known as divergent) are where plates are moving away from each other. New crust is created between the two plates.* ○ *Destructive boundaries (also known as convergent) are where plates are moving towards each other. Old crust is either dragged down into the mantle at a subduction zone or pushed upwards to form mountain ranges.* ○ *Conservative boundaries (also known as transform) are where are plates are moving past each other. This can cause earthquakes.* ***Sustainability***: ○ *The Greenhouse Effect is caused by gases trapped in our atmosphere warming our earth. This is natural. We are making the earth too hot because we are producing too many extra gases.* ○ *Sustainable development is a way for people to use resources without the resources running out.* ○ *The Earth has warmed by an average of 1°C in the last century.* ○ *Factories, farms (methane), transport, deforestation all contribute to global warming.* ○ *A warmer climate could affect our planet in a number of ways:* ▪ *More rainfall* ▪ *Changing seasons* ▪ *Shrinking sea ice* ▪ *Rising sea levels* ▪ *Drought: fires* ○ *We can help support the environment by:* ▪ *Recycling and reusing materials* ▪ *Stopping deforestation* ▪ *Using renewable energy sources* ▪ *Changing the way we fish*
Fieldwork: where, why? Use fieldwork techniques	• 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	• 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