

**Vision statement: Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.
Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving.
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Progression of knowledge and understanding in Geography.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p><u>Describe the immediate environment</u>, using new vocabulary where appropriate.</p> <p>Know the <u>name of the road</u>, and <u>town</u> that school is located in.</p> <p>Talk about a <u>range of contrasting environments within their local region</u>.</p>	<p>To consolidate knowledge from previous years plus:</p> <p>To name and locate the <u>four countries of the UK</u>.</p> <p>To begin to recognise the names of the 7 continents and 5 oceans of the world.</p>	<p>To consolidate knowledge from previous years plus:</p> <p>To name and locate the <u>world's seven continents and five oceans</u>.</p> <p>To name and locate the <u>capital cities of the UK</u>.</p>	<p>To consolidate knowledge from previous years plus:</p> <p>To name and locate the <u>countries of Europe and their capital cities</u>.</p> <p>To use maps to focus on <u>North America</u>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To begin to recognise and locate <u>countries in the northern hemisphere</u>.</p>	<p>To consolidate knowledge from previous years plus:</p> <p>To recognise and locate the <u>countries in the northern hemisphere</u>.</p> <p>To name and locate <u>counties and cities of the UK</u>.</p> <p>To recognise the position of the Tropics of Cancer and Capricorn and the Equator.</p>	<p>To consolidate knowledge from previous years plus:</p> <p>To identify the position and significance of the <u>Tropics of Cancer and Capricorn, the Equator and lines of latitude and longitude</u>.</p> <p>To use maps to focus on <u>S America</u> concentrating on environmental regions, key physical/human characteristics, countries, and major cities.</p> <p>Identify key features of the UK including <u>rivers and land use patterns</u>.</p>	<p>To consolidate knowledge from previous years plus:</p> <p>To identify the position and significance of the <u>Arctic and Antarctic Circle</u>.</p> <p>To identify the position and significance of the <u>Prime/Greenwich Meridian and time zones</u>.</p> <p><u>To understand how physical characteristics and land use may have changed over time</u>.</p>

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	Find out about <u>places in the world that contrast</u> with locations they know well.	To observe and describe the <u>human and physical geography of their local area.</u>	To understand geographical similarities and differences through studying the human and physical geography of a <u>small area of the United Kingdom, and of a small area in a contrasting non-European country.</u>	To understand geographical similarities and differences through the study of human and physical geography of a <u>region of within North America.</u>	To understand geographical similarities and differences through the study of human and physical geography of <u>Europe and North and South America.</u>	To understand geographical similarities and differences through the study of human and physical geography of a region of the <u>United Kingdom and a region in a European country.</u>	To understand and explain geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
Knowledge of human and physical geography.	Observe the natural world and how the <u>seasons change</u> , talking about the weather and seasonal features. Explain how <u>children's lives in other countries may be similar or different in terms of how</u>	To identify <u>seasonal and daily weather patterns in the United Kingdom</u> and the <u>location of hot and cold areas of the world.</u>	To identify <u>seasonal and daily weather patterns in the United Kingdom</u> and the <u>location of hot and cold areas of the world</u> in relation to the Equator and the North and South Poles.	To begin to describe key aspects of physical geography including <u>climate zones, volcanoes and earthquakes.</u>	To describe and understand key aspects of physical geography including <u>climate zones, biomes and vegetation belts.</u>	To describe and understand key aspects of physical geography including <u>climate zones, biomes and vegetation belts, volcanoes and earthquakes, rivers and the water cycle.</u>	To describe, understand and explain key aspects of physical geography , including: climate zones, biomes and vegetation belts and mountains

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	<u>they travel to school, what they eat, where they live, and so on.</u>	To use <u>basic geographical vocabulary</u> to refer to key human features of the local environment including city, town, village, house, shop.	To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port and harbour.	To begin to describe and understand aspects of human geography including <u>economic activity, settlement and land use.</u>	To describe and understand aspects of human geography including <u>types of settlement and land use and economic activity/trade links.</u> To begin to describe and understand <u>the distribution of natural resources including energy, food minerals and water.</u>	To describe and understand aspects of human geography including <u>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</u>	To describe, understand and explain key aspects of human geography including <u>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</u>
Geographical Skills and Fieldwork	Look at <u>aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features.</u>	To use maps, atlases and globes to <u>identify the continents and oceans studied.</u>	To use world maps, atlases and globes to <u>identify the countries studied.</u>	To use maps, atlases, globes and digital/computer mapping to <u>locate countries and begin to describe features.</u>	To use maps, atlases, globes and digital/computer mapping to <u>locate countries and describe features.</u>	To confidently use a combination of maps, atlases, globes and digital/computer mapping to <u>locate countries and describe features.</u>	To confidently use a combination of maps, atlases, globes and digital/computer mapping to <u>locate countries and describe features.</u>

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	<p>Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>	<p>To use locational and directional language (near, far, left, right) to describe the location of features.</p> <p>To use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>Use simple compass directions (N, S E, W) to describe the location of features and routes on a map.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features; devise simple map with basic symbols in a key.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the school and the surrounding area.</p>	<p>To begin to use the eight points of a compass, symbols and keys to build their knowledge of the UK.</p> <p>To use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps and plans.</p>	<p>To use the eight points of a compass, symbols and keys and grid references to build their knowledge of the UK and the wider world.</p> <p>To use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs.</p>	<p>To use the eight points of a compass, four-figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the UK and the wider world.</p> <p>To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p>	<p>To extend previous skills to include 6 figure grid references to build their knowledge of the UK and the wider world, both past and present.</p> <p>To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p>
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