



Eaton Primary School
Progression of Learning
Geography

Progression of Knowledge and Skills

How this document works:

This is a whole school overview, demonstrating progression in knowledge and skills.

Page 1: Demonstrates what a typical Geographer will look like at the end of each phase, combining the key skills and knowledge they will require.

Page 2 onwards: Demonstrates progression in knowledge and skills objectives for each phase, with key vocabulary, and also 'key indicators' which identify intended learning outcomes.

	Foundation/ EYFS	KS1	KS2	UKS2
This is what our Geographers can do....	<p>Application of skills:</p> <p>Locational Knowledge Children can describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Place Knowledge Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Human and Physical Geography Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Geographical skills and fieldwork Draw information from a simple map. Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p>	<p>Geographical Knowledge:</p> <p>Locational Knowledge: Pupils can name and locate the world’s seven continents and five oceans Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place Knowledge: To 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</p> <p>Human and Physical Geography: Pupils can 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 Can 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 and; key human features, including: city, town, village, factory, farm</p> <p>Geographical Skills and Fieldwork: To use world maps, atlases and globes. To use simple compass directions. To use aerial photos and construct simple maps. To undertake simple fieldwork within school locality.</p>	<p>Geographical Knowledge:</p> <p>Locational Knowledge Pupils can 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 Pupils can 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 To 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)</p> <p>Place Knowledge Pupils understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and Physical geography Pupils can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Pupils can describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical Skills and Fieldwork:</p>	<p>Locational Knowledge Children can 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. 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. 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) Place knowledge.</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography.</p> <p>Human and Physical Geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Then children can also describe elements of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water Geography.</p> <p>Geographical skills and fieldwork.</p>

			<p>Pupils can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Pupils can use the eight points of a compass, four and six-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</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-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 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.</p>
Year Group	EYFS	KS1	LKS2	UKS2
Locational Knowledge		<p>If we were explorers, where would we go? What is important to Remember in the UK?</p>	<p>Where do our family live?</p>	<p>Is North America just one big country? How does Chester differ to Caracas?</p>
<u>Knowledge</u>		<p>If we were explorers, where would we go?</p> <p>This will be a study of significant individuals over time (not just one explorer) and geographical links will be made in relation to where in our world these explorers went with a focus on hot and cold places (introducing to the children the seven continents and 5 oceans) Children to identify the seven continents and 5 oceans. Children will carry out a short research project on Mary Seacole. They will 'explore' Jamaica giving opportunities for the children to learn about the seven continents and 5 oceans.</p> <p>What is important to Remember in the UK?</p> <p>Focus on London linking to history with the Great fire of London. Children will then look at the capital cities of the countries in the united Kingdom. Can name the capital cities of Scotland, Wales, Northern Ireland and England. Children to identify characteristics of the four countries and their capital cities.</p>	<p>Where do our family live?</p> <p>Focus on learning all about the UK and its regions and counties. There is the opportunity here to look at how significant places within the UK have changed over time i.e. holiday destinations like Llandudno. Also, looking at the history of our ports and industrial cities that have attracted a diverse range of foreign workers from other countries around the world.</p>	<p>Is North America just one big country?</p> <p>There are 23 countries in North America, with Canada being the biggest.</p> <p>Knows and is able to identify the relative locations of Canada, USA, Mexico, Cuba and Guatemala on a map of North America</p> <p>There are 50 states in the USA</p> <p>Mexico City is the largest city with more than 9 million people living there.</p> <p>Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans.</p> <p>Greenland is not only the biggest island in North America but also in the world.</p> <p>The Missouri River is the longest in North America and flows through seven US states. Denali is the highest mountain in North America.</p> <p>Lake Superior, which borders Canada and the US, is the third largest lake in the world and the largest North American lake.</p> <p>Great Bear Lake is the largest lake entirely in Canada</p> <p>Canada has many forests and 30,000 lakes which are used as a food source, to provide transport and sustain sports, all of which support the country's economy.</p> <p>How does Chester differ to Caracas?</p>

				children will study South America and answer the question is it really one big rainforest. Children will locate South America's countries and end the unit by comparing the city of Caracas to the city of Chester, drawing geographical similarities and difference
<u>Geographical Skills and fieldwork</u>		<p>Use map skills to locate hot and cold places. Locate (find) the Arctic on a world map or a globe. Begin to locate other places such as the North Pole, South Pole and Antarctic.</p> <p>Use globes, maps and atlases to locate the countries and capital cities of the U.K</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features Locate information/ place from sources with speed and accuracy</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features (including Canadian lakes and Mount Denali To use a map scale to understand the significance of the size of Lake Superior and Great Bear Lake. To identify the flags of countries in North America using an atlas. To locate and trace the course of the Missouri river from its source using a map</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region in South America To describe and understand key aspects of physical and human geography</p>
<u>Key vocabulary</u>		Countries, capital cities, arctic, globe, atlas, United Kingdom, England, Scotland, Northern Ireland, Wales	Industrial, holiday, tourism, diverse, foreign, regions, counties, travel	Capital city, climate, continent, coast, country, equator, fertile, lake, location, mountain range, physical features, population, rainforest, southern hemisphere, tropical, vegetation, volcano
<u>Key indicators</u>		<p>Children know about the local area and name key landmarks, such as the nearest local green space (e.g. from a vocabulary list of features of the local area, identify which are human or physical and describe these features) Children talk about a natural environment, naming its features using some key vocabulary To locate places on a map of the local area using locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a simple</p>	<p>Children know where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland To name and locate some key topographical features of the UK To locate where they live within the UK Children describe changes that have happened in their local and surrounding areas.</p>	<p>Children relate significance of North American lakes to sizes in comparison of Clissold Lakes and consider use of bodies of water in locality To identify different time zones To understand key aspects of biomes and vegetation belts</p>

		To describe where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland		
Place Knowledge			How is North West England different from the Bay of Naples?	How does Chester differ to Caracas?
<u>Knowledge</u>			A geographical study exploring volcanoes, earthquakes and comparing the North West to an area of Italy. Focus on comparing the Bay of Naples (volcanoes and water cycle links here) to the North West of England. Again, historical changes to both these areas will be briefly studied to. Recall and explain how a volcano works and look at how Volcanic eruptions can change the landscape.	Comparing Chester and Caracas Children to spend a half term looking at Chester and the physical and human features as well as how the city has changed over time using Tithe maps to identify the similarities and differences between Chester now and in the past. Looking at the architecture of the buildings and to use Ordnance surveys and 6 figure grid reference and then locate different places within Chester Second half term children will look at Caracas in Venezuela. Using topographical maps and locating major rivers in SA and Venezuela and compare to UK and Chester river.
<u>Geographical Skills and fieldwork</u>			Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images. Use an atlas to identify national flags and support understanding what each flag represents. Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts.	To develop their use of geographical knowledge, understanding and skills to enhance locational and place knowledge To locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities To use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied
<u>Key vocabulary</u>			Volcano, ocean, eruption, lava, continents, European, tectonic plates, physical features, human features	South America, Continent, Equator, Pacific, Atlantic, Southern Hemisphere, Northern Hemisphere, mountains, monuments, rainfall, rainforest, precipitation, elevation, language, climate, latitude, longitude

<p><u>Key indicators</u></p>			<p>To locate given countries of the UK using maps and recall the location of some of them Locate geographical similarities and differences between the North West of England and the Bay of Naples.</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of Chester and Caracas in South America.</p>
<p>Human and Physical geography</p>	<p>The Natural World The environment around me</p>	<p>Where can Penguin go and who can he visit? If we were explorers, where would we go? How is Eaton and Mongla the same and different?</p>	<p>How is the North West of England different to the Bay of Naples? How did the Ancient Greeks influence us?</p>	<p>Is North America just one big country? How does Chester differ to Caracas? Were the Maya magnificent?</p>
<p><u>Knowledge</u></p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants; To 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</p>	<p>Where can Penguin go and who can he visit? Starting with the geography of the school building and playground, moving on to local area. Looking at the human and physical features of their school.</p> <p>If we were explorers, where would we go? Can use geographical vocabulary to discuss the location of hot and cold areas in the world in relation to the equator and the North and South poles. To identify the human and physical features of Jamaica (Linking to Mary Seacole)</p> <p>How is Eaton and Mongla the same and different? Children to look at both the human and physical geography of both Eaton and Mongla ensuring they understand that both Eaton and Mongla are tiny places within each</p>	<p>How is the North West of England different to the Bay of Naples? Comparing the human and physical geography of the North West of England and the Bay of Naples. Drawing similarities and key differences focusing on Rivers and the importance they have in both regions. Making links to the water cycle.</p> <p>How did the Ancient Greeks influence us? Looking at the geography of Ancient Greece and why it was so significant to influencing the countries around them as the Greeks traded around the Mediterranean for the resources which weren't available in their own country. The children learn how it was this that meant the Ancient Greeks spread influence, over a wide area.</p>	<p>Is North America just one big country? Studying North America and concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>How does Chester differ to Caracas? Comparing the similarities and the differences between the physical and human features of both Chester and Caracas.</p> <p>Were the Maya magnificent? looking at similarities and differences between the Maya compared to those living in Stone Age Britain at the time. Links are also made in geography through looking at Central America (recapping on their prior knowledge from year 5). Key themes which have featured across the key stage such as empire, trade and settlements are looked at making links back to prior learning and children use a range of evidence sources to help them understand more about the Maya civilisation and the mystery around its demise.</p>

		country. The places are a long way from each other.		
<u>Geographical Skills and fieldwork</u>	Comparing and contrasting environments	<p>Use locational and directional language (e.g. near and far) to describe the location of features and routes on a map identify the significant features (landmarks) of their local area and consider viewpoints in relation to this</p> <p>Compare journeys and landscapes and understand near/far, often/ rarely Learn about maps, map -making and symbols.</p> <p>To locate the local area and Mongla in Bangladesh on a globe and map. To use a satellite image to find human and physical features on the local area. · To use a satellite image to find human and physical features in Mongla in Bangladesh. To use simple fieldwork and use observational skills to study the local area. To use compass and observational skills to study the town in Bangladesh use simple fieldwork and use observational skills to study the local park.</p>	<p>Use the eight points of a compass, four and six-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</p> <p>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.</p>	learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<u>Key vocabulary</u>	Hot, cold, sunny, snowy, far away, village, school, home,	<p>seasons, Northern Hemisphere, marshland, rainfall, park, high street, homes, structures, churches, cathedrals, forest, woodland, man -made, farm</p> <p>Human – roads, houses, railway, offices, shops, port, school urban Physical – sea, ocean, river, plants, soil, beach, cliff, coast, port, seasons and weather</p>	<p>Influence, migration, Mediterranean, trade, settlement, islands, invasion</p> <p>Volcano, ocean, eruption, lava, continents, European, tectonic plates, physical features, human features</p>	<p>Capital city, states, climate, continent, coast, country, equator, fertile, lake, location, mountain range, physical features, population,</p> <p>City, architecture, South America, Continent, Equator, Pacific, Atlantic, Southern Hemisphere, Northern Hemisphere, mountains, monuments, rainfall, rainforest, precipitation, elevation, language, climate, latitude, longitude</p> <p>Deforestation, economy, erosion, fertile, indigenous, climate, continent</p>
<u>Key indicators</u>		To know about the local area and name key landmarks, such as the nearest local green space (e.g. from a vocabulary list of	To describe some key physical and human features of a European area and compare to an area of the UK	Describe and understand key aspects of: – physical geography – human geography

		<p>features of the local area, identify which are human or physical and describe these features) To talk about a natural environment, naming its features using some key vocabulary</p> <p>To locate places on a map of the local area using locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a simple</p>	<p>To discuss the importance of Greece's locality on their influence</p>	<p>To understand how locations can have similar human and physical features even if they are far from each other.</p> <p>To identify the differences in both physical and human features of two different locations.</p>
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