

Geography Knowledge Progression



Early Learning Goal/EYFS Link: Understanding the World (Specific area) including People, Communities and Culture and the Natural World

EYFS: Please refer to EYFS Progression Documents for:

- Mathematics
- Understanding the World

National curriculum purpose of study:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

National curriculum aims: The national curriculum for geography 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.

Intent

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Bracebridge Infant & Nursery School, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At Bracebridge Infant & Nursery School it is our intent, when teaching geography, to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes, so that they can begin to think like a geographer.

Knowledge	Nursery	Reception	Year 1	Year 2	Year 3
Using maps	Pupils will know how to: •play with maps, e.g. toy cars on roads, small world, Beebots, etc.	Pupils will know how to: •draw information from a simple map •experience maps, and attempt to make own,	Pupils will know how to: •make and read a simple plan •read a map of the UK to identify its four countries,	Pupils will know how to: •retrieve from memory the four countries of the UK, its four capital cities and surrounding sea	Pupils will know how to: •retrieve from memory, the four countries, capitals and seas of the UK, and the seven continents and five oceans of the world.

	<ul style="list-style-type: none"> •understand position through words alone •describe a familiar route •discuss routes and locations, using words like 'in front of' and 'behind' 	<p>fictional or real. E.g. pirates treasure map.</p> <ul style="list-style-type: none"> •follow instructions for a given route using forward, back, left and right, •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 	<p>four capital cities, and surrounding seas</p> <ul style="list-style-type: none"> •follow a simple map of the local area, with support •follow verbal instructions, including N, S, E, W •have experience of maps, and attempt to make own, fictional or real, with own symbols •use a plan view •follow a route on a map using forward, back, left, right, near and far 	<ul style="list-style-type: none"> •read a map that shows the world's seven continents and five oceans. •follow a simple map of the local area •follow a given route on a map, using N, S, E, W •draw a map of a real or imaginary place, use ariel photos to add detail •use a large scale map, including google earth, and street mapper •follow a route on a map using forward, back, left, right, near far, and understand how to use a key 	<ul style="list-style-type: none"> •understand what the terms: equator, northern & southern hemisphere, Arctic and Antarctic Circle. •follow a simple map of the local area, highlighting their route •use eight compass points to follow or give directions using a known route •use large scale OS maps (approx. 1:1000 scale) •follow a route on larger scale maps
<p>Using Maps Vocabulary (revision) (new vocab)</p>	<p>Using maps: Forward, back</p> <p>Forward, back, local area animals, plants, map</p>	<p>Using maps: Forward, back, route, left, right, map</p> <p>local area, animals, plants left, right, same, different, town, city</p>	<p>Using maps: Forward, back, left, right, route, map, near, far, ariel, atlas, photograph, plan, symbol, North, South, East, West North /East/ South/ West maps /plan / symbol/ atlas near/far/ left/right photographs</p> <p>local area, animals, plants left, right, same, different, town, city, human, physical, map, plan, location, key, countries, city, environment, N,S,E,W, compass, ocean, continents</p>	<p>Forward, back, left, right, near, far, route, ariel, map, near, far, ariel, atlas, photograph, plan, symbol, North, South, East, West, sketch map, locate, key, compass</p> <p>local area, animals, plants left, right, same, different, town, city, human, physical, map, plan, location, key, countries, city, environment, N,S,E,W, compass, ocean, continents</p>	<p>Forward, back, left, right, near, far, key, route, ariel, North /East/ South/ West maps /plan / symbol/ atlas near/far/ left/right/ ariel photograph sketch map locate key North East/North East/South East/South West/4 figure grid reference/ OS map/ scale</p>
<p>Fieldwork</p>	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •use all their senses in hands-on exploration of natural materials •begin to understand the need to respect and care for the natural environment and all living things 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •talk about the features of their immediate environment and how environments might vary from one another •talk confidently about similarities and differences in known places, e.g. the school environment and the local playground •talk confidently about similarities and differences 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •investigate the school grounds and compare it to local surroundings and Boutham Park •name buildings/features in the local and surrounding areas, e.g. road, shop, supermarket, house, bungalow, church, factory, park, river, lake, woodland, forest. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •investigate a line of enquiry when comparing the school grounds •begin to collect and record evidence with modelled support •name and record buildings/features of the local and surrounding area: house, bungalow, semi-detached, terraced, detached, shop (type of e.g. supermarket, take-away, 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •investigate their line of enquiry by comparing places within their study •begin to collect and record evidence

		<p>between places, objects, materials and living things</p> <ul style="list-style-type: none"> •name some buildings in the local area, e.g. road, shop, house and factory. •explore the natural world around them •describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 	<ul style="list-style-type: none"> •make observations about where things are e.g. around school and local area •express their own views about places and the local area. •draw simple features they observe in the local area •experience simple scale drawings of the local area. 	<p>restaurant, pet shop, café, chip shop, charity shop, etc. .</p> <ul style="list-style-type: none"> •use simple fieldwork and observational skills to study school and grounds •try to make a simple scale drawing 	
<p>Fieldwork and human & physical Vocabulary (revision) (new vocab)</p>	<p>Modelled language to children whilst in the local community: school, house, tree, bus stop, path, road, shop</p>	<p>Through observations in the local community, children will use the words: School, house, tree, bus stop, path, road, shop, factory, grass, local area, town, Bracebridge Infant & nursery school, playground,</p>	<p>School, house, tree, bus stop, path, road, shop, factory, grass, local area, town, Bracebridge Infant & Nursery School, playground, field, allotment, supermarket, house, bungalow, church, factory, park, river, lake, woodland, forest, city, landmark, Investigate, season, weather</p>	<p>School, house, tree, bus stop, path, road, shop, factory, grass, local area, town, supermarket, house, bungalow, church, factory, park, river, lake, woodland, forest, city, landmark, Bracebridge Infant & Nursery School, playground, field, allotment, investigate, season, weather, monument, detached, semi-detached, terraced, type of shops, e.g. take-away, café, restaurant, pet shop, chip shop, charity shop, etc. Cathedral, fieldwork, collect, record, observe Emergent Layer, Canopy, understory, forest floor</p>	<p>School, house, tree, bus stop, path, road, shop, factory, grass, local area, town, supermarket, house, bungalow, church, factory, park, river, lake, woodland, forest, city, landmark, Bracebridge Infant & Nursery School, playground, field, allotment, investigate monument, detached, semi-detached, terraced, type of shops, e.g. take-away, café, restaurant, pet shop, chip shop, charity shop, etc. Cathedral, fieldwork, collect, record, observe, Analyse, draw conclusions, compare types of settlement (rural/hamlet/dispersed/scattered/nucleated) mountains (convergent boundary, fold mountains) (Himalayan mountains across China) Introduction to climate zones: Extreme environments hot/cold/rainforest/vast ice cover/ dry/wet/ desert</p>
<p>Place & location knowledge</p>	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •identify that they go to Bracebridge Infant & Nursery School •talk about places they have visited •know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •recognise that they live in Lincoln •identify that they go to Bracebridge Infant & Nursery School •recognise that Lincoln is in England •discuss that sometimes we go on holiday to other places in the UK or abroad, we can 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •identify where England, London, Northern Ireland, Belfast, Scotland, Edinburgh and Wales, Cardiff are on a map. •name where The North Sea, the English Channel, the Irish Sea and the Atlantic Ocean •identify some hot and cold places in the world. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •compare and contrast our local area (Including Boultham Pk) to a contrasting non-European country, (Rainforest in Peru) using google earth and video sources •name the key features of the Amazon Rainforest, emergent layer, canopy, understory, forest floor. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •identify and describe where the seven continents are around the world •identify and locate the UK's countries and capital cities •study human and physical geography of a region in another part of the world, e.g. china •identify significant places and environments •identify and describe where some countries are around the world

		<p>travel by car, train, bus, boat or plane</p> <ul style="list-style-type: none"> •recognise some similarities and differences between life in this country and life in other countries •recognise some environments that are different to the one in which they live •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 	<ul style="list-style-type: none"> •make simple comparisons between features of different places •make simple comparisons between features of different places •name some landmarks in Lincoln (cathedral, castle) and London (Buckingham Palace, London Eye, The Shard, Tower Bridge) 	<ul style="list-style-type: none"> •name and locate the 7 continents and 5 oceans of the world • use a globe to name and identify some hot and cold places in the world, understanding that hotter places are closer to the Equator and colder places are further away. •name some landmarks in Lincoln (cathedral, castle, Bailgate, Bomber Command Centre) and London, Buckingham Palace London Eye, The Shard, Tower Bridge, The Tower of London, 	<ul style="list-style-type: none"> •compare two contrasting areas of the UK, e.g. coastal town and rural village.
<p>Place and Location Vocabulary (revision) (new vocab)</p>	<p>Bracebridge Infant & Junior School, Lincoln, home,</p>	<p>Bracebridge Infant & Junior School, Lincoln, England</p>	<p>Bracebridge Infant & Junior School, Lincoln, England, hot, cold, similar, different, United Kingdom, human, physical, North Sea/ Irish Sea, England, Scotland, Wales, Northern Ireland, London, Belfast, Edinburgh, Cardiff, Lincoln Cathedral, Lincoln Castle, Boutham Park, Buckingham Palace, London Eye, The Shard, Tower Bridge,</p>	<p>Bracebridge Infant & Junior School, Lincoln, England, hot, cold, similar, different, United Kingdom, human, physical, North Sea/ Irish Sea, England, Scotland, Wales, Northern Ireland, London, Belfast, Edinburgh, Cardiff, Lincoln Cathedral, Lincoln Castle, Boutham Park, Buckingham Palace, London Eye, The Shard, Tower Bridge, The Tower of London, The Monument, The Gherkin, River Thames Bailgate, Bomber Command Centre, Continent, Africa, Antarctica, Asia, North America, South America, Australia, Europe, Ocean, Southern, Arctic, Atlantic, Pacific, Indian</p>	<p>United Kingdom, human, physical, North Sea/ Irish Sea, England, Scotland, Wales, Northern Ireland, London, Belfast, Edinburgh, Cardiff,</p> <p>7 continents and 5 oceans</p> <p>Specific areas of the world, e.g. Mexico when studying the Mayans, China when studying the Beijing Dynasty etc.</p>
<p>Human & physical geography</p>	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •talk about the differences they have experienced or seen in photos 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •recognise some environments that are different to the one in which they live •explore the natural world around them •recognise some similarities and differences between the 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •understand what is meant by the terms 'human' and 'physical' geography. •use appropriate vocabulary linked to the topics studies, see vocabulary lists. •recognise human and physical features in the local area 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •understand what is meant by the terms 'human' and 'physical' and to be able to use this knowledge to compare the places that are studied. •use appropriate vocabulary linked to the topics studies, see vocabulary lists. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> •understand and apply their knowledge of human and physical features to a place of study, making connections between the feature and their purpose •use appropriate vocabulary linked to the topics studies, see vocabulary lists. •locate the key human and physical characteristics place studies, e.g. China

		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	•identify what places are like •identify seasonal and daily weather patterns in the UK	•recognise human and physical features in the rainforest, and small village in Peru •identify hot and cold places in the world related to the Equator and North and South Poles.	
Vocabulary	See fieldwork	See fieldwork	See fieldwork	See fieldwork	See fieldwork

Impact: (How will we know what the children have learnt)

Progress and achievement are recorded on Tapestry for EYFS and in the Learning Journey for KS1, which details the key skills for all non-core subjects. The impact and measure of this is to ensure that children are curious about the world around them, its influences and their role in taking care of it, while being equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 2 and for life as an adult in the wider world.

As a result of studying Geography, children are also equipped with:

- Becoming global citizens, and understanding the part they can play, both now and in the future, within a global society
- Knowledge of their own and other societies and cultures and the similarities and differences between them
- A developing knowledge of geographical skills and facts

In EYFS, progress is recorded on 'Tapestry' in line with the EYFS framework. Through observations, adults will record evidence of children using geographical related vocabulary related academic vocabulary. Through talking to the children and observing their learning, leaders will be able to identify the impact of our language rich geography curriculum.

In KS1, children will be able to retain knowledge that is pertinent to geography in a real-life context.

Children will understand how geography happens in their local area, will have a good understanding of the world around them and how it has been shaped and. will know more, remember more, and understand more, through specific teaching of knowledge, skills and vocabulary, and by regularly accessing low-stakes quizzes.