



**Our Curriculum is building on the knowledge learned in our Early Years...**

Ongoing Geographical work including

- Exploring their school, where they live and the natural world around them
- Recognising some similarities and differences between life in this country and life in other countries
- Drawing information from a simple map
- Discussing how we can help the environment
- Articulating their ideas and thoughts in well-formed sentences
- Learning and using new vocabulary

Thinking Skills include:

**Recognise**

Identify something they have seen before.

**Identify**

Distinguish something or someone from others that may be similar

**Describe**

'Say what you see'. Give an account in words of something or someone

**Observe**

Watch carefully and attentively.

**Select**

Carefully choose something or someone.

Progression in Geography Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	Name the world's seven continents and five oceans.  Name the four countries and capital cities of the United Kingdom.	Name and locate the world's seven continents and five oceans.  Name, locate and identify characteristics of the four countries and capital cities of the United	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	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on	Know the countries (including the location of Russia), major cities and key physical and human geography of Europe; Identify the position and significance of latitude, longitude, Equator,	Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key

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		Kingdom, and its surrounding seas.	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).	their environmental regions, key physical and human characteristics, countries, and major cities. 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).	Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones;	topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
<b>Place Knowledge</b>	Understand geographical differences and similarities through studying the human and physical geography of a small area of the United Kingdom.	Understand geographical differences and similarities through studying the human and physical geography of a small area in a contrasting non-European country.	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.	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.	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.	

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<p><b>Human and Physical Geography</b></p>	<p>Use basic Geographical vocabulary to refer to key physical and human features.</p> <p>Identify daily and seasonal weather patterns in the United Kingdom, and the location of hot and cold areas of the world.</p>	<p>Use basic Geographical vocabulary to refer to key physical and human features.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water.</p>		<p>Describe and understand key aspects of:</p> <p>Physical geography, including rivers and the water cycle, climate zones, biomes and vegetation belts.</p> <p>Human geography, including types of settlement and land use, economic activity including trade links and and the distribution of natural resources including energy, food, minerals and water.</p>
<p><b>Geographical Skills and Fieldwork</b></p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple observational skills to study key human and physical features of the environments</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds, and the key</p>	<p>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.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</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. Use fieldwork to observe, measure, record</p>	<p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</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</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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</p>

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	human and physical features of its surrounding environment.		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.	United Kingdom and the wider world.		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.
<b>Thinking Skills</b>	<p><b>Recognise</b> Identify something they have seen before.</p> <p><b>Recall</b> Remember and recount something learned</p> <p><b>Identify</b> Distinguish something or someone from others that may be similar</p> <p><b>Describe</b> 'Say what you see'. Give an account in words of something or someone</p> <p><b>Observe</b> Watch carefully and attentively.</p> <p><b>Select</b> Carefully choose something or someone.</p> <p><b>Categorise</b> Arrange information into particular groups according to shared qualities or characteristics</p> <p><b>Sequence</b></p>	<p><b>Recognise</b> Identify something they have seen before.</p> <p><b>Recall</b> Remember and recount something learned</p> <p><b>Identify</b> Distinguish something or someone from others that may be similar</p> <p><b>Describe</b> 'Say what you see'. Give an account in words of something or someone</p> <p><b>Observe</b> Watch carefully and attentively.</p> <p><b>Select</b> Carefully choose something or someone.</p> <p><b>Categorise</b> Arrange information into particular groups according to shared qualities or characteristics</p> <p><b>Sequence</b></p>	<p><b>Summarise</b> Outline or sum up briefly the main points about something</p> <p><b>Explain</b> Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p><b>Synthesise</b> Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</p> <p><b>Explain</b> Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information</p>	<p><b>Summarise</b> Outline or sum up briefly the main points about something</p> <p><b>Explain</b> Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p><b>Synthesise</b> Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</p> <p><b>Explain</b> Demonstrate understanding and comprehension of</p>	<p><b>Empathise</b> Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p><b>Reach informed conclusions</b> A knowledgeable summing up of the main points or issues about something.</p> <p><b>Make reasoned judgements</b> A personal view or opinion about something supported by factual evidence.</p> <p><b>Justify</b> Give reasons to show or prove what you feel to be right or reasonable.</p>	<p><b>Empathise</b> Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p><b>Reach informed conclusions</b> A knowledgeable summing up of the main points or issues about something.</p> <p><b>Make reasoned judgements</b> A personal view or opinion about something supported by factual evidence.</p> <p><b>Justify</b> Give reasons to show or prove what you feel to be right or</p>

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	<p>Place a set of related events or things that follow each other into an order</p> <p><b>Compare &amp; Contrast</b> Find similarities and differences</p>	<p>Place a set of related events or things that follow each other into an order</p> <p><b>Compare &amp; Contrast</b> Find similarities and differences</p> <p><b>Reason and Speculate</b> Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</p>		<p>how or why something is the way it is as a result of synthesising information</p>	<p><b>Apply</b> The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</p> <p><b>Evaluate</b> Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p><b>Critique</b> Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</p> <p><b>Hypothesise</b> Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p>	<p>reasonable. Give reasons to show or prove what you feel to be right or reasonable.</p> <p><b>Apply</b> The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</p> <p><b>Evaluate</b> Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p><b>Critique</b> Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</p> <p><b>Hypothesise</b> Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p>
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