

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.

<u>Identify</u>

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
Locational	Name the world's seven	Name and locate the	Locate the world's	Locate the world's	Know the countries	Name and locate
Knowledge	continents and five	world's seven continents	countries, using maps to	countries, using	(including the location of	countries and cities
	oceans.	and five oceans.	focus on Europe (including	maps to focus on	Russia), major cities and	of the United
			the location of Russia) and	Europe (including	key physical and human	Kingdom,
	Name the four countries	Name, locate and identify	North and South America,	the location of	geography of Europe;	geographical regions
	and capital cities of the	characteristics of the four	concentrating on their	Russia) and North	Identify the position and	and their identifying
	United Kingdom.	countries and capital	environmental regions, key	and South America,	significance of latitude,	human and physical
		cities of the United	physical and human	concentrating on	longitude, Equator,	characteristics, key

Our Curriculum Intent:

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

		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.
Place Knowledge	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 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 in a European country and a region within North or South America.	

Human and Physical Geography	Use basic Geographical vocabulary to refer to key physical and human features. Identify daily and seasonal weather patterns in the United Kingdom, and the location of hot and cold areas of the world.	Use basic Geographical vocabulary to refer to key physical and human features. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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.		Describe and understand key aspects of: Physical geography, including rivers and the water cycle, climate zones, biomes and vegetation belts. 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.
Geographical Skills and Fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple observational skills to study key human and physical features of the environments Use simple fieldwork and observational skills to study the geography of their school and its grounds, and the key	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. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and sixfigure 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	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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	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

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

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