



Higham Primary School Progression of Knowledge and Skills – Geography

Intent

At Higham, we encourage a love for geography. We intend to deliver high quality lessons, which ensure that our pupils have covered the skills required to meet the aims of the Early Years Foundation Stage and the National Curriculum. The content we provide throughout the key stages, allows for a comprehensive, deeper understanding of the four key areas of geography identified in the National Curriculum. We intend for the geography curriculum to develop their knowledge of places both locally and in the wider world and understanding of the key physical and human geographical features, along with how they bring about variation and change over time. We are passionate as a team to develop children's inquisitiveness and develop an interest of the world and its people that will remain with them for the rest of their lives. We aim to improve children's geographical vocabulary, map skills and geographical facts. Through our well-designed curriculum we intend to provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Implementation

In the Early Years Foundation Stage (EYFS), children begin to develop an awareness of the world around them by exploring their immediate environment, noticing features of places, and talking about similarities and differences. Through the ELGs for Understanding the World, they learn about people, culture, communities, and the natural world, developing curiosity and observational skills. Building on this, In KS1, children begin to use maps and recognise physical and human features relating to Higham, London, and the wider world. Throughout KS1 they will continue to build upon these skills, using maps to explore the continents and oceans of the world and looking at the features of the United Kingdom. Through KS1, the children will begin to explore how to ask and answer geographical questions. In KS2, map skills are developed further using digital maps, advanced keys and symbols and children will have the opportunity to improve their fieldwork skills. Through revisiting and consolidating skills, we endeavour for the children to build on prior knowledge alongside introducing new skills, vocabulary and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a variety of opportunities to experience geography through practical engaging tasks beyond the classroom. In our lessons teachers will use a range of assessment strategies so that all children can demonstrate the progression of skills and knowledge and that outcomes have been met. Key vocabulary is also highlighted in each lesson and displayed in the classrooms, to be used by all children to deepen their geographical knowledge.

Impact

We believe that the impact of our geography curriculum is that geography will be valued by all children across school, teachers will have higher expectations and work presented in books will be of a high quality. Teachers will develop strong subject knowledge, feel confident in the curriculum content that they are teaching and will also have a clearer understanding of the progression of skills across the key stages. Our children will use geographical vocabulary precisely and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them. All children will realise that the choices they make have an impact on the wider world and will develop a positive commitment to the environment and the future of our planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will present this in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Early Learning Goals / National Curriculum	ELG – People, Culture & Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - 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.	<i>Pupils should be taught to:</i> <u>Locational Knowledge</u> - 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 Kingdom and its surrounding seas <u>Place Knowledge</u> - understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country <u>Human and Physical Geography</u> - 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 - 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 key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop		<i>Pupils should be taught to:</i> <u>Locational Knowledge</u> - 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) <u>Place Knowledge</u> - 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 <u>Human and Physical Geography</u> - 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			
	Theme		Beyond my window Journeys	London’s Calling Exploring the World Calm coasts & Stormy Seas	The Great British Place Off Time Travellers The Empire Strikes	European Adventures Tomb Raiders The Quest for the Kingdom	Meet the Greeks Awesome Earth Let it Flow

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Investigate Places: Locational and Place Knowledge, Human and Physical	- I understand that I am part of Higham Primary School - I can describe what my home looks like and who live there. - I can talk about Diwali and where it originated from. - I can listen to stories and non-fiction texts about Antarctica, the Arctic, Asia and Africa. - I know some of the animals that live in Antarctica, the Arctic, Asia and Africa. - I can explain some similarities and differences between Higham and Antarctica, the Arctic, Asia and Africa. - I can compare life in Higham to life in different parts of England and some countries in Europe.	- I can name and locate the four countries and capital cities of the UK - I can name and locate the seas surrounding the UK - I can talk about physical and human geographical similarities and differences between a small area of the UK (Higham and Gravesend) - I can identify land use around the school - I can use basic geographical vocabulary to refer to: - Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, stream, housing estate - Key human features including, city, town, village, factory, farm, house, office, shop - I can identify seasonal and daily weather patterns in the UK.	- I can name and locate the world's seven continents - I know that a continent is made up of different countries. - I can name and locate the world's five oceans - I can talk about physical and human geographical similarities and differences between a small area of a non- European country (Antarctica and Ecuador) - I can locate hot and cold areas of the world in relation to the Equator and North and South poles - I can use geographical vocabulary for: - Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, stream, housing estate - Key human features including, city, town, village, factory, farm, house, office, shop	- I can name and locate countries I am learning about - I can name and locate major cities in the countries I am learning about - I can name and locate the regions, counties and major cities of the UK. - I can locate human and physical characteristics in the countries I am learning about and understand how some of these have changed over time. - I can locate land-use patterns in the countries I am learning about - I can talk about physical and human similarities and differences between different parts of the United Kingdom and Europe - I can describe some aspects of physical geography both in the countries of the UK and a European country (Italy) e.g. river, mountains, coasts - I can describe some aspects of human geography both in countries of the UK and a European country (Italy) e.g. types of settlement and land use	- I can name and locate countries I am learning about - I can explain how the location of different European countries affects the climate - I can name and locate the major cities of Europe on a map - I can name and locate countries of the world and explain where they are in relation to one another - I can locate human and physical characteristics of a country - I can identify the position of and correctly use the terms Equator, Northern and Southern Hemisphere and Arctic and Antarctic Circle - I can describe how locations around the world are different to each other. - I can understand geographical similarities and differences through the study of human and physical geography of different European countries. - I can describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes - I can identify significant physical and human landmarks in Europe and the wider world. - I can describe how the location of a place can affect the human activity e.g. tourism in a hot country.	- I can understand geographical similarities and differences of human and physical geography of a region in a European country - I can locate human and physical characteristics of the locality I am studying - I can locate land-use features of the locality I am studying - I can discuss how some features and land-use patterns have changed over time - I can identify the position of and use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle, the prime/Greenwich Meridian and time zones - I can identify physical and human geographical similarities and differences of a region or North/South America, comparing to the United Kingdom. - I can describe how the locality of the school has changed over time - I can describe how locations around the world are changing and explain some of the reasons for change. - I can discuss how some features and land-use patterns have changed over time - I can describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts. - Human geography, including: land use, economic activity including trade links	- I can locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and capital cities - I can name and locate major cities of the countries I am learning about - I can identify the position of and use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle, the prime/Greenwich Meridian and time zones - I can identify physical and human geographical similarities and differences of a region or North/South America, comparing to the United Kingdom. - I can describe how the locality of the school has changed over time - I can describe how locations around the world are changing and explain some of the reasons for change. - I can discuss how some features and land-use patterns have changed over time - I can describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts. - Human geography, including: land use, economic activity including trade links



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Geographical Skills and Fieldwork	- I can explore my classroom, garden, school and school grounds. - I can describe my classroom, garden, school and school grounds. - Through stories, photographs and Google maps, I can explore London and some other places around England and Europe.	<u>Fieldwork Skills</u> - I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <u>Using maps</u> - I can use a simple picture map to move around the school - I can use relative vocabulary such as bigger, smaller - I can use directional language such as near and far, up and down, left and right, forwards and backwards - I can use the four compass directions: N, S, E and W to describe the location of features and routes on a map <u>Map knowledge</u> - I can find the UK and its countries on a map, globe and in an atlas - I can identify landmarks and basic human and physical features on a plan or aerial photograph <u>Making maps</u> - I can create a simple map of my own - I observe the geography of my school grounds - I can use photographs and maps to identify features	<u>Using maps</u> - I can follow a route on a map - I can use simple compass directions (North, South, East, West) to describe the location of features and routes on a map - I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features <u>Map knowledge</u> - I can use maps to locate capital cities of UK and its surrounding seas - I can locate and name on a world map and globe the seven continents and five oceans. - I can locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles <u>Making maps</u> - I can draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) - I can use and construct basic symbols in a key	<u>Using maps</u> - I can follow a route on a map with some accuracy - I can locate places using a range of maps - I can use the eight compass directions to describe the location of features on a map - I can read symbols and keys to locate features on a map. <u>Map knowledge</u> - I can use maps, atlases and globes to locate countries and describe features studied. - I can locate the UK on a variety of different scale maps - I can find the UK and its counties using maps <u>Making maps</u> - I can draw maps showing human and physical features - I can use standard symbols, and understand the importance of a key	<u>Using maps</u> - I can follow a route on a large-scale map - I can locate places on a range of maps (variety of scales) - I can identify features on an aerial photograph, digital or computer map - I can begin to use the 8 points of a compass - I can use four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) <u>Map knowledge</u> - I can use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied - I can find countries, continents and oceans using a range of maps including digital sources - I can locate Europe on a large-scale map or globe, - I can name and locate countries in Europe (including Russia) and their capitals cities <u>Making maps</u> - I can recognise and use OS map symbols, including completion of a key and understanding why it is important	<u>Fieldwork Skills</u> - I can use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods – sketch maps, plans and graphs. <u>Using maps</u> - I can compare maps with aerial photographs - I can begin to use atlases to find out other information (e.g. temperature) - I can find and recognise places on maps of different scales - I can use the eight points of a compass. - I can read six-figure grid references, symbols and key on a map. <u>Map knowledge</u> - I can use maps, atlases, globes and digital mapping to locate countries and describe features studied. - I can locate the world's countries <u>Making maps</u> - I can draw a sketch map using symbols and a key, - I can use and recognise OS map symbols	<u>Fieldwork Skills</u> - I can use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods – sketch maps, plans and graphs. <u>Using maps</u> - I can follow a short route on a OS map - I can describe the features shown on an OS map - I can use atlases to find out data about other places - I can use the eight points of a compass - I can read six-figure grid references, symbols and keys on a map (including the use of Ordnance Survey maps) - I can use lines of longitude and latitude on maps <u>Map knowledge</u> - I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - I can locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages and focus on North & South America - I can find countries, continents and oceans using atlases, maps and digital maps, describing their features <u>Making maps</u> - I can draw plans of increasing complexity
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							• I can make plans of the local area showing human and physical features • I can begin to use and recognise atlas symbols