



Curriculum – Geography

Knowledge and Skills

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Knowledge and Skills progression in GEOGRAPHY Year group overview

Features

At key stage 1, the knowledge progression takes full account of the national curriculum's strands of:

- Locational knowledge
- Place knowledge
- Human and Physical geography
- Geographical skills and fieldwork

At key stage 2, the knowledge progression takes full account of the national curriculum's strands of:

- Locational knowledge
- Place knowledge
- Human and Physical geography
- Geographical skills and fieldwork

Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.

St Nicholas GEOGRAPHY Experience

To enrich and fully prepare children to go into and enjoy our ever changing world, we will ensure the children will be able to do the following things before they leave St. Nicholas:

- Be an explorer – use globes, atlas, local maps (digital and on paper)
- Be confident to name oceans, seas, continents, countries – our locality eg. Where UK is...
- Name and know locations that are important to us. Name our Village, where you live eg. Birchington
- Have respect for our Earth (Mark 'Earth Day' Mon 22nd April)
- Be aware of Environmental issues (connected to Earth Day)
- Explore our local coastline through hands-on experiences
- Ensure Outdoor Learning opportunities for all
- Take part in fieldwork studies – our grounds, school, village, local towns / cities

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Knowledge and Skills Progression in Geography – Reception Development Matters Statements

3-4

- Draw information from a simple map. (UW)
- Recognise some similarities and differences between life in this country and life in other countries. (UW)
- Explore the natural world around them. (UW)
- Describe what they see, hear and feel whilst outside. (UW)
- Recognise some environments that are different to the one in which they live. (UW)
- Understand the effect of changing seasons on the natural world around them. (UW)

Early Learning Goals feeding into National Curriculum – Geography

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UW)
 - 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. (UW)
 - 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. (UW)
 - Explore the natural world around them, making observations and drawing pictures of animals and plants. (UW)
 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UW)
 - Make comments about what they have heard and ask questions to clarify their understanding. (CAL)
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (CAL)
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (CAL)

Key Vocabulary

Map
Journey
Environment
World
Countries – England – where we live
Place names – St Nicholas. Know where you live – Birchington

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Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness

National Curriculum Subject Content				
	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Key Stage 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather b) key human features, including: city, town, village, factory, farm, 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple

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			house, office, port, harbour and shop	<p>map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> 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.
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Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

National Curriculum Subject Content

	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Key Stage 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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, 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ol style="list-style-type: none"> a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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

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	<ul style="list-style-type: none"> 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) 	<p>and a region within North or South America</p>	<p>b) 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>Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> 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
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