

# Warbstow Primary Academy and Nursery

## GEOGRAPHY WHOLE SCHOOL PROGRESSION

<p><b>KS1 Programme of Study</b> Pupils should develop knowledge about the world, the UK 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 knowledge.</p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> </ul> <p><b>Place knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles</li> <li>Use basic geographical vocabulary to refer to:</li> <li>Key physical features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>Key human features – city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the UK and its countries, as well as the continents and oceans studied at this key stage</li> <li>Use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>Use simple geographical 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</li> </ul>	<p><b>KS2 Programme of Study</b> Pupils should extend their knowledge and understanding beyond the local area to include the UK 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 tools and skills to enhance their locational and place knowledge.</p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Name and locate counties and cities of the UK, 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</li> <li>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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of:</li> <li>Physical geography – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Human geography – types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</li> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</li> </ul>
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<p><b>EYFS Programme Understanding the World</b> <b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>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</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>				
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	Foundation Sequence towards KS1	KS1 Sequence towards KS1	Lower KS2 Sequence towards Upper KS2	KS2
<b>Location Knowledge</b>	<ul style="list-style-type: none"> <li>Talk about similarities and differences in relation to places, objects, materials and living things</li> <li>Talk about different types of transport and journeys</li> <li>Name the school and area that they live in</li> <li>Talk about the effect of the changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> <li>Name and locate the world's seven continents and five oceans</li> <li>Know features of hot and cold places in the world</li> </ul>	<ul style="list-style-type: none"> <li>Locate and name the continents on a world map</li> <li>Locate the main countries of Europe including Russia</li> <li>Identify and name capital cities and major cities of Europe, locate on a map</li> <li>Locate and name the countries making up the British Isles, with their capital cities</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn</li> <li>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions</li> </ul>

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	<ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live</li> <li>Recognise some similarities and differences between life in this country and life in other countries</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Know which is the hottest and coldest season in the UK</li> <li>Know and recognise main weather symbols</li> <li>Know where the equator, North Pole and South Pole are on a globe</li> <li>Know which is N, E, S and W on a compass</li> <li>Know the names of the four countries that make up the UK and name the three seas that surround the UK</li> <li>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</li> <li>Know their address, including postcode</li> </ul>	<ul style="list-style-type: none"> <li>Locate and name the main counties and cities in England</li> <li>Identify the longest rivers in the world, largest deserts, highest mountains. Compare with UK</li> </ul>	<ul style="list-style-type: none"> <li>Locate the main countries in Europe and North and South America</li> <li>Compare 2 different regions in UK rural/urban</li> <li>Linking with history, compare land use maps of UK from past with the present, focusing on land use</li> <li>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside</li> <li>Explore the natural world around them</li> <li>Use the school grounds/local area for exploring both the built and the natural environment</li> <li>Express their opinions on natural and built environments</li> <li>Suggest ideas for improving the classroom, outdoor area</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li> <li>And a small area of the UK, concentrating on islands and seashores</li> <li>Know the main differences between a place in England and that of a small place in a non-European country</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country</li> <li>Compare a region of the UK with a region in Europe e.g local hilly area with a flat one or under sea level. Link with science – rocks</li> <li>Know at least five differences between living in the UK and a Mediterranean country</li> <li>Know the difference between living in a city, town or village</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region within North or South America</li> <li>Know key differences between living in the UK and in a country in North or South America</li> <li>Know how to use graphs to record features such as temperature or rainfall across the world</li> <li>Know the names of most North or South American countries</li> <li>Compare a region in the UK with a region in N or S America with significant differences and similarities eg Link to Fair Trade of bananas in St Lucia</li> <li>Understand some of the reasons for similarities and differences</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>Make observations of the environment and explain why some things occur and talk about changes</li> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>Show care and concern for living things and the environment</li> <li>Describe seasonal and daily weather changes</li> <li>Look closely at similarities, differences, patterns and change eg Autumn hunt in the forest area</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK.</li> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the N and S Poles.</li> <li>Use basic geographical vocabulary to refer to: <u>Key physical features:</u> forest, hill, mountain, lake, valley, island, river, cliff, beach</li> <li><u>Key human features:</u> city, town, village, factory, farm, house, office</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography including rivers and the water cycle, excluding transpiration</li> <li>Describe and understand key aspects of human geography including trade links in the Pre-Roman and Roman era, types of settlement – villages, towns, cities</li> <li>Types of settlements in modern Britain: villages, towns, cities</li> <li>Know that most of the major cities of the world are located close to a river</li> <li>Introduction to volcanoes and earthquakes linking to science – rock types. Know what causes an earthquake. Label the different parts of a volcano. Looking at plate tectonics and the ring of fire</li> <li>Know what a tsunami is</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts – link to rainforest</li> <li>Describe and understand key aspects of human geography including why settlements were built, features of different settlements, infrastructure</li> <li>Know what is meant by biomes and what are the features of a specific biome</li> <li>Know the terms emergent layer, canopy, understory and forest floor and be able to label them on a diagram</li> <li>Distribution of natural resources (raw materials) focussing on energy (link with mining of fossil fuels) and renewable energy</li> </ul>
<b>Mapping</b>	<ul style="list-style-type: none"> <li>Explore maps and globes and understand how the land and sea are represented</li> <li>Draw information from a simple map</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of maps and globes (including picture maps) at different scales</li> <li>Use vocabulary such as bigger/smaller, near/far</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of maps including digital, atlases and globes to locate countries and features studied</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of maps including digital, atlases and globes to locate countries and features studied</li> </ul>

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	<ul style="list-style-type: none"> <li>• Draw simple maps and routes e.g the school grounds</li> <li>• Use everyday language to talk about positions and distance to solve problems</li> <li>• Describe relative position such as behind or next to.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that maps give information about places in the world (where/what?)</li> <li>• Locate land and sea on maps</li> <li>• Use large scale maps and aerial photos of the school and local area</li> <li>• Recognise simple features on maps eg buildings, roads and fields</li> <li>• Follow a route on a map starting with a picture map of the school</li> <li>• Recognise that maps need titles</li> <li>• Recognise landmarks and basic human features on aerial photos</li> <li>• Know what direction is North on an OS map</li> <li>• Draw a simple map eg of a garden, place in a story</li> <li>• Use an construct basic symbols in a map key</li> <li>• Know that symbols mean something on maps</li> <li>• Find a given OS symbol on a map with support</li> <li>• Begin to realise why maps need a key</li> <li>• Look down on objects and make a plan eg of the classroom or playground</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps and diagrams from a range of publications eg holiday brochures, leaflets, town plans</li> <li>• Use maps at more than one scale</li> <li>• Recognise that larger scale maps cover less area</li> <li>• Make and use simple route maps</li> <li>• Recognise patterns on maps and begin to explain what they show</li> <li>• Use the index and contents page of atlases</li> <li>• Label maps with titles to show their purpose</li> <li>• Recognise that contours show height and slope</li> <li>• Use 4 figure coordinates to locate features on maps</li> <li>• Create maps of small areas with features in the correct place</li> <li>• Use plan views</li> <li>• Recognise some standard OS symbols</li> <li>• Link features on maps to photos and aerial views</li> <li>• Make a simple scaled drawing eg of the classroom</li> <li>• Use a scale bar to calculate some distances</li> <li>• Relate measurement on large scale maps to measurements outside</li> </ul>	<ul style="list-style-type: none"> <li>• Relate different maps to each other and to aerial photos</li> <li>• Begin to understand the differences between maps eg Google maps vs Google Earth, and OS maps</li> <li>• Choose the most appropriate map/globe for a specific purpose</li> <li>• Follow routes on maps describing what can be seen</li> <li>• Interpret and use thematic maps</li> <li>• Understand that purpose, scale, symbols and style are related</li> <li>• Recognise different map projections</li> <li>• Identify, describe and interpret relief features on OS maps</li> <li>• Use six figure coordinates</li> <li>• Use latitude/longitude in a globe or atlas</li> <li>• Create sketch maps using symbols and a key</li> <li>• Use a wider range of OS symbols including 1:50K symbols</li> <li>• Know that different scale OS maps use some different symbols</li> <li>• Use models and maps to discuss land shape i.e contours and slopes</li> <li>• Use the scale bar on maps</li> <li>• Read and compare map scales</li> <li>• Draw measured plans</li> </ul>
<b>Fieldwork</b>	<ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Explore the natural world around them</li> <li>• Use the school grounds/local area for exploring both the built and the natural environment</li> <li>• Express their opinions on natural and built environments</li> <li>• Use a range of sources such as simple maps, photographs, magnifiers when exploring the school grounds/immediate environment</li> <li>• Follow simple directions</li> <li>• Describe their relative position such as 'behind' or 'next to'</li> <li>• Ask simple geographical questions. Use directional language forwards, backwards, left and right to give instructions to a technological toy</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment</li> <li>• Use cameras and audio equipment to record geographical features, changes, differences eg weather, seasons, vegetation, building etc</li> <li>• Use simple compass directions (NSEW)</li> <li>• Use locational and directional language to describe features and routes eg left/right, forwards and backwards</li> <li>• Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>• Use the eight points of a compass</li> <li>• Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices</li> <li>• Make links between features observed in the environment to those on maps and aerial photos</li> </ul>	<ul style="list-style-type: none"> <li>• Use eight cardinal points to give directions and instructions</li> <li>• Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital technologies eg data loggers to record (eg weather) at different times and in different places</li> <li>• Interpret data collected and present the information in a variety of ways including charts and graphs</li> </ul>
<b>Being a geographer</b>		<ul style="list-style-type: none"> <li>• Ask simple geographical questions – where? What? Who? About the world and their environment eg what is it like to live in this place?</li> <li>• Investigate through observation and description</li> </ul>	<ul style="list-style-type: none"> <li>• Ask more searching questions including how and why as well as where and what when investigating places and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions that are more casual eg why is that happening in that place? Could it happen here? What happened in the past to</li> </ul>

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		<ul style="list-style-type: none"> <li>• Recognise differences between their own and others' lives</li> <li>• Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where</li> <li>• Notice and describe patterns</li> <li>• Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom</li> <li>• Use basic geographical vocabulary from the Programme of Study to describe specific geographical features</li> <li>• Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right</li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons with their own lives and their own situation</li> <li>• Show increasing empathy and describe similarities as well as differences</li> <li>• Identify and describe geographical features, processes (changes) and patterns</li> <li>• Use geographical language relating to the physical and human processes detailed in the Programme of Study eg tributary and source when learning about rivers</li> <li>• Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations</li> <li>• Express opinions and personal views about what they like and don't like about specific geographical features and situations eg proposed local windfarm</li> </ul>	<ul style="list-style-type: none"> <li>• cause that? How is it likely to change in the future?</li> <li>• Make predictions and test simple hypotheses about people and places</li> <li>• Identify and explain increasingly complex geographical features, processes (changes), patterns, relationships and ideas</li> <li>• Use more precise geographical language relating to the physical human processes detailed in the Programme of Study eg tundra, coniferous/deciduous forest when learning about biomes</li> <li>• Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length</li> <li>• Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news eg for/against arguments relating to the proposed wind farm</li> </ul>
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