



ST JOHN'S C OF E PRIMARY SCHOOL

GEOGRAPHY PROGRESSION OVERVIEW

	Age Related Statutory Content
EYFS	<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experience increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none">- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;- 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. <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none">- Explore the natural world around them, making observations and drawing pictures of animals and plants;- 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;- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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KS1	<p>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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge:</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge:</p> <p>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> <p>Human and physical geography:</p> <p>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</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork:</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 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</p> <p>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</p> <p>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.</p>
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KS2	<p>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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge:</p> <p>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> <p>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</p> <p>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> <p>Place knowledge:</p> <p>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</p> <p>Human and physical geography:</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ▪ 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. <p>Geographical skills and fieldwork</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</p> <p>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.</p>
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Key vocabulary for each year group *must* be taught within the year and previous year's vocabulary should be regularly used to ensure that pupils are building upon prior learning and any gaps can be quickly identified and addressed.

Key concepts allow children to make connections between their learning and gain a deeper understanding of all that they learn in Geography. These are taught and assessed in context and revisited throughout the school. St John's key concepts are **place, space, scale, environment, physical and human processes, change and interconnection.**

Year	Locational Knowledge	Human and Physical Geography	Place Knowledge	Geographical Skills and Fieldwork
EYFS Nursery	<ul style="list-style-type: none"> -Navigate their way around their own immediate environment including classroom, school building and outdoor area. -Enjoy exploring and finding out about the immediate local area. Seasonal walks linked to Super Seasons topics. -Make observations about the natural world using different senses to explore. -Begin to develop an understanding of key people within the community and where they are located e.g., site staff and where their office is situated. 	<ul style="list-style-type: none"> -Examine change over time including observations throughout the school including the forest school environment. -Discuss the changes in the natural world around them including seasons and the effect they have on weather and their environment. Enjoy stories such as Let's Go for A Walk by Ranger Hamza and Tree: Seasons Come, Seasons Go by Patricia Hegarty- Link to Super Seasons topics and seasonal walks. -Discuss the impact the changing seasons have on them personally, including their choice of clothing and activities they experience. 	<ul style="list-style-type: none"> -Talk about where they live and begin to talk to others about where they live. -Analyse simple maps and relate to stories including 'Dinosaurs' Day Out' by Nick Sharratt. -Enjoy and respond to books and stories about different locations around the world. 	<ul style="list-style-type: none"> -Mark make and explore, drawing features of the classroom/outdoor learning environment and simple maps such as treasure maps linked to stories. -Explore the local outdoor environment and talk about key local features. -Use stories, non-fiction texts and maps to develop an understanding of our environment. -Develop map skills through playing with maps, road maps & small world resources to create different environments e.g. farms, garages, journeys. -Understand the concept of position including, next to, behind, in front of in the classroom and wider school. -Discuss where they live in relation to other places of interest to them e.g., do they live near town or a park? How do they get there? Is it a long way or just a short journey?

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<p>EYFS</p> <p>YR</p>	<p>-With increasing independence, navigate their way around their own immediate environment including classroom, school corridors and wider building and outdoor area.</p> <p>-Enjoy trips out to explore and find out about the local area. Discuss any things they remember from Nursery. Can they recognise key features of the immediate local environment?</p> <p>-Make observations about the natural world including what you see along your route to school.</p> <p>-Identify key people within the community e.g. site/ office staff and where they are located.</p>	<p>-Begin to explore the impact of seasonal changes upon the land, water, people and wildlife. Book - The Leaf Thief by Alice Hemming.</p> <p>-Observe changes of the weather and record on a simple class chart. Is it different to yesterday? Read a range of stories about different weather conditions and the impact of these e.g. Storm Dragon by Dianne Hofmeyer,</p> <p>-Look at globes and atlases and understand that the world is made up of many different countries. Look carefully at images of different countries and discuss similarities and differences according to what can be seen (include different weather conditions, physical features, animals and plants)</p> <p>-Understand that some parts of the world are hotter or colder than others. Story books- One Day on Our Blue Planet series by Ella Bailey, Meet the Weather by Caryl Hart, Meet the Oceans by Caryl Hart.</p>	<p>-Talk about where they and others live.</p> <p>-Talk about what they like about their immediate environment.</p> <p>-Analyse simple maps and find out about different maps and develop simple mapping skills through stories including We're Going on a Bear Hunt by Michael Rosen.</p> <p>-Enjoy books about different locations around the world including places that are hotter and colder than our country.</p>	<p>-Mark make and create simple maps of their environment including the classroom and outdoor learning environment by sticking objects they find onto paper or card to help recount the story of their journey.</p> <p>-Explore the local outdoor environment, identifying key local features including the River Stour that we cross to get to our school field. Use photographs of landmarks taken on the journey to create a map on return to school. Complete the same journey, using the map to locate the landmarks and use positional language to locate the next place.</p> <p>-Use stories, non-fiction texts & maps to develop understanding of our environment & location using these to explain some similarities and differences between where we live and other countries.</p> <p>-Develop map skills through role play and small world play with maps and small world resources, creating a range of different environments.</p> <p>-As part of a small group, follow a simple map demonstrating an understanding of the concept of position including, next to, behind, in front (in the classroom, wider school and locally)</p> <p>- Discuss where they live in relation to other places e.g., are they near the city centre, the river, Sainsbury's or Canterbury Cathedral?</p>
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Year	Locational Knowledge	Human and Physical Geography	Place Knowledge	Geographical Skills and Fieldwork
Year 1	<p>-Locate the United Kingdom on a map and globe.</p> <p>-Identify the four countries of the UK and their capital cities.</p> <p>-Analyse sources (world maps and atlases - paper and digital, aerial) to identify continents and oceans understanding that we live in Europe.</p> <p>Continents - Asia, Africa, North America, South America, Antarctica, Europe, Australia.</p>	<p>-Recognise and make observations about weather and seasons in the UK and understand the impact seasonal change has on us and the environment including wildlife hibernating and our need to change clothing and heat our homes differently throughout the year. Enjoy stories such as The Big Freeze by Pippa Curnick.</p> <p>-Observe and record the local weather patterns on a daily basis. Use Google Earth and information from the Met Office to explore UK weather patterns.</p> <p>-Understand that there are extremes of hot and cold weather in the world and explore the dangers and impact of these on people, animals and the environment. Story book - Cyril the Lonely Cloud by Tim Hopgood</p> <p>-Understand basic geographical vocabulary: beach, cliff, coast, sea, ocean, river, city, village town, house, shop.</p>	<p>-Analyse sources to develop an understanding of geographical similarities and differences between a city and a coastal town in our region - Canterbury and Herne Bay.</p> <p>Place - UK - Canterbury and Herne Bay. Recognise that Canterbury has places of interest that people would like to visit that are different to Herne Bay.</p> <p>World - Continents - Asia, Africa, North America, South America, Antarctica, Europe, Australia</p>	<p>-Analyse sources, including maps (both paper and digital) and look closely at Canterbury and surrounding area, to identify major local landmarks both human and physical including important buildings and coastal areas.</p> <p>-Understand that an aerial view is taken from above and discuss why they are useful. Book - Me on the Map by Joan Sweeney</p> <p>-Use aerial maps of Canterbury to highlight key landmarks including key buildings, parks, high street and school and use basic directional language including near, far, left, right.</p> <p>-Create a simple map of the school through making observations and collecting data within their environment.</p>

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Year	Locational Knowledge	Human and Physical Geography	Place Knowledge	Geographical Skills and Fieldwork
Year 2	<ul style="list-style-type: none"> -Recap using sources (maps, atlases, globes, geographic information systems GIS) to identify the world's seven continents and five oceans. -Use a map & globe to recap where the UK is locating its four countries, capital cities and surrounding seas. -Discuss the significance of a capital city. e.g., travel, jobs, population, seat of government, centres of trade. -Analyse sources (photos, aerial photos and maps) to find key features and landmarks of the UK including local and well-known national landmarks such as Buckingham Palace and Stonehenge. -Use simple compass directions (N,S,E,W) to compare well known landmarks in relation to one another. 	<ul style="list-style-type: none"> -Use world maps, atlases, globes and GIS to develop an understanding that different parts of the world have different temperatures in relation to the Equator and North and South Poles. -Analyse maps and aerial photographs to identify, recognise and discuss human and physical features of Canterbury and the local area and Uganda in Africa. -Understand basic geographical vocabulary: physical (forest, hill, mountain, soil, valley, vegetation, countryside), human (factory, farm, office, port, harbour) 	<ul style="list-style-type: none"> -Analyse sources (including a range of maps) of two contrasting places, one in the UK and a non-European country (Africa topic) -Locate Uganda and UK on a map. Establish that Uganda is a country in the continent of Africa and the UK is in the continent of Europe. -Locate Mbale and Canterbury District region (including coastal and city) on a map. -Understand geographical similarities and differences between the two locations. -Understand and compare the different weather and lifestyles of the two contrasting locations. <p>Place- UK - Canterbury District, England and Namatala, Mbale, Uganda, Africa.</p>	<ul style="list-style-type: none"> -Use maps to develop an understanding of human and physical features of Canterbury, Kent and the surrounding areas. -Understand that landmarks can make a place special and different to other areas. What are the main landmarks in Kent that we can think of? -Study maps and atlases to develop an understanding of direction (North, South, East, West). -Understand that plan perspectives are simple aerial views that help us to locate things. -Create a map of a well-known location e.g. the playground, using a simple key with symbols and 4 compass directions.

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Year	Locational Knowledge	Human and Physical Geography	Place Knowledge	Geographical Skills and Fieldwork
Year 3	<ul style="list-style-type: none"> -Use maps, atlases and globes to recap location of the UK and its surrounding seas. -Locate regions of the UK (Wales, Scotland, Northern Ireland, London, North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and South West) -Locate and name counties and major cities within the UK -Use maps to locate local areas and their human (roads, houses, footpaths) and physical features (rivers, parks and fields). -Recognise how some human and physical characteristics change over time e.g. flooding, how it affects houses, buildings etc. 	<ul style="list-style-type: none"> -Develop an understanding of the River Stour and its significance to the local environment including wildlife, tourism, and economic activity. Describe the journey from its source to its mouth. -Describe the location and significance of the River Nile and how it is used. -Recognise the importance of the River Nile's seasonal flooding and how it improves the growth of crops. -Analyse different elements of physical geography (including rivers, volcanoes and earthquakes) and consider how they can affect different settlements - e.g. Mount Vesuvius -Know what causes an earthquake and how it is measured. -Develop an understanding of local human and physical geography (e.g. train stations, city wall, location of cathedral and workplaces). 	<ul style="list-style-type: none"> -Recognise geographical similarities and differences between the local area and a region in Europe - Rome -Study the River Stour, understanding how it is used by people and wildlife. Compare this to how the River Tiber is used in Rome. Place - Canterbury and Rome 	<ul style="list-style-type: none"> -Recap using maps (paper, digital, atlases) and globes to identify and analyse human and physical features in the local area. -Understand how to record geographical findings through making first hand observations and collecting data. -Answer questions and represent findings using simple data which is presented in tables and bar graphs. -Use fieldwork to observe human and physical change in the local area. -Construct a map of the local area (route outside of school along the river) using a simple key with symbols and 8 compass directions.



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Year	Locational Knowledge	Human and Physical Geography	Place Knowledge	Geographical Skills and Fieldwork
Year 4	<ul style="list-style-type: none"> -Use sources to identify different countries in Europe (including the location of Russia), Romania, France, Germany, Poland, Italy, Greece. -Use sources to recap geographical regions of the UK recognising human and physical features, key topographical features, types of settlement, land use patterns and economic activity. Identify how some of these have changed over time. -Identify the difference between the northern and southern hemispheres. 	<ul style="list-style-type: none"> -Use Google Maps and Digimaps to further knowledge and understanding of physical geography in local and surrounding areas -coastlines. -Compare and observe how human geography has developed and adapted over time in Canterbury city centre. -Develop an understanding of the importance of the high-street within Canterbury and it's benefits to the economy - tourism, shops. -Understand the cause and effect of coastal change. 	<ul style="list-style-type: none"> -Recognise geographical similarities and differences between a region in the UK (South East) and in a European country, Greece. Place - South East region coastal towns (Whitstable, Herne Bay, Margate, Broadstairs, Deal, Dover, Folkestone) and Greece, Kato Achaia (West Greece). 	<ul style="list-style-type: none"> -Use maps (paper, digital, atlases) and globes to recognise how human and physical geography has developed in the local and surrounding areas over time. -Continue to develop understanding of using eight points of a compass. -Answer questions and represent findings using simple data which is presented in tables and bar graphs. -Create a sketch map of Canterbury city centre using pictures from walk around Canterbury to highlight where key landmarks (Westgate Towers, Cathedral, school) are in relation to one another. -Know some Ordnance Survey symbols (telephone, lighthouse, church, railway line, post office, hospital, bridge). -Observe and record the environment through making observations, collecting data for themselves, analysing and describing their findings, comparing these.

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Year	Locational Knowledge	Human and Physical Geography	Place Knowledge	Geographical Skills and Fieldwork
Year 5	<ul style="list-style-type: none"> - Use maps to locate countries in the world (European including Russia - recap from Y4 & North and South American countries) and their major cities. -Identify countries in the northern and southern hemispheres. -Analyse sources to develop an understanding of lines of longitude and latitude including Tropic of Capricorn and Tropic of Cancer, Arctic and Antarctic Circle. Use these to find places on maps, atlases and globes. -Consolidate understanding of where the equator is in the world and that it forms the northern and southern hemisphere. -Use sources to develop an understanding of key topographical features of the local area. 	<ul style="list-style-type: none"> -Describe how deforestation can disrupt the water cycle. -Develop an understanding of how human geography can affect the world both positively and negatively such as the impact of deforestation. -Understand that there are three major climate zones on earth -polar, temperate and tropical. -Compare the three major climate zones - polar, temperate and tropical. -Understand how climate and vegetation are connected within a biome. -Demonstrate understanding of the threats to a particular biome (tropical rainforest) and know some ways in which this can be protected. 	<ul style="list-style-type: none"> -Recognise geographical similarities and differences between a region in the UK, and a region in South America. Place -London (UK) and Rio De Janeiro (Southeast region of Brazil). 	<ul style="list-style-type: none"> -Develop an understanding of how to use four figure grid references. -Locate countries using a range of maps, describing their features. -Use fieldwork to present observations and be able to present this through creating maps that include 8 compass points and a key that includes Ordnance Survey symbols. -Interpret data using analysis to compare, contrast and make connections. -Recap using maps (paper, digital, atlases) to locate and name the counties of the UK (introduced in Y3)

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Year	Locational Knowledge	Human and Physical Geography	Place Knowledge	Geographical Skills and Fieldwork
Year 6	<p>-Focusing on Europe (including Russia), and North and South America, use globes, maps and atlases to identify different countries (England, USA, Russia, Argentina) and their major cities (include London, New York, Moscow, Buenos Aires). Concentrate on their environmental regions and key human and physical characteristics.</p> <p>-Develop an understanding of key topographical features, specifically hills and mountains. Focus on North America (Rocky Mountains, Appalachian Mountains and Sierra Nevada)</p> <p>-Recap and consolidate knowledge of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Tropics of Capricorn, Arctic and Antarctic Circle.</p> <p>-Recognise and develop an understanding of time zones around the world and significance of the Prime/ Greenwich Meridian.</p>	<p>-Use sources to further develop an understanding of human and physical geography in the world, specifically their impact on vegetation belts and climate zones and the resulting consequences.</p> <p>-Understand how food production is influenced by climate.</p> <p>-Demonstrate understanding of the role of human geography in the world explaining the impact it has in cities. This should include economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>-Compare a city in the east and a city in the west of the world, recognising geographical similarities and differences between them.</p> <p>Place - London and Baghdad.</p>	<p>-Use fieldwork skills to further develop an understanding of local geography and how towns can work together e.g. The Crab and Winkle Way.</p> <p>-Use fieldwork to present observations through creating maps, plans, tables and graphs including digitally.</p> <p>-Interpret data using analysis to compare, contrast and make connections using what they know to inform and justify their reasoning.</p> <p>-Recap using sources including maps (paper, digital, atlases) to locate counties in the UK and identify their geographical features.</p> <p>-Develop an understanding of how to use six figure grid references.</p>

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Key Vocabulary							
Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Weather, hot, cold, cloud, rain, frost, sunshine, snow, ice, wet, dry, season, spring, summer, autumn, winter, indoors, outdoors, nursery, school, here, there	Hotter, colder, classroom, building, map, next to, behind, in front of, near, far, country, world, same, different	left, right, capital city, continent, Europe, Asia, Africa, North America, South America, Antarctica, Australia, beach, cliff, coast, sea, ocean, river, town, city, house, shop, earth, desert, similar, different, habitat, landmark, aerial view, symbol, key	North, East, South, West, direction, temperature, climate, equator, North Pole, South Pole, physical features, human features, forest, hill, mountain, soil, valley, stream, vegetation, location, village, factory, farm, office, port, harbour, countryside	North East, South East, South West, North West, urban, rural, region, county, physical geography, human geography, flood, rainfall, volcano, volcanic, Earth's core, Earth's crust, tectonic plates, eruption, gas, magma, molten rock, ash, ash cloud, rock, lava, crust, pressure, conduit, crater, vent, flank, chamber, active, extinct, dormant, fertile land, epicentre, composite volcano, shield volcano, dome volcano, settlement, earthquake, tremor, adapt, adaptation, source, mouth, stream, brook, creek, lake, meander, river bed	Coastline, erosion, deposition, sediment, dune, landscape, landforms, cliffs, headlands, landslide, Ordnance Survey, population, flooding, arches, tide, coastal defence, sea flooding, hard sea defence, soft sea defence, sea walls, groynes, rock revetments, jetties, beach nourishment, dredging, shingle banks, sand dunes, renewable energy, off shore wind farms, hydro power	Polar, temperate, tropical, climate zones, arid, minerals, rainforest, emergent, canopy, understorey, forest floor, humid, humidity, deforestation, environment, logging, biomes, vegetation belts, ecosystem, biodiversity, topographical, flora, fauna, longitude, latitude, water cycle, Tropics, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Southern Hemisphere, Northern Hemisphere, 4-figure grid reference, northings, eastings	Time zones, Prime/Greenwich Meridian, global, globalisation, exporting, importing, transport, goods, services, tariff, communication, ethical, pollution, climate change, face, plains, mound, mountainous, mountain range, peak, summit, altitude, dome mountain, fold mountain, fault-block mountain, volcanic mountain, plateau mountain, 6-figure grid reference