

Stelling Minnis CEP School

Geography Progression Document



EYFS: How we provide for a foundation of historical and geographical skills and knowledge

Main link: Understanding the World

The following are potential learning opportunities where our children may develop skills and knowledge of history and geography in readiness for the KS 1 curriculum. Other opportunities may arise as we follow the children's interests.

Begin to make sense of their own life story and family's history	Talk about photos and memories within their family and growing up	Continue to develop positive attitudes about differences between people	Comment on images of familiar situations in the past	Visit our local area – identifying significant geographical and historical importance – e.g. The Minnis, the windmill and our Churches
Discover and discuss homes, schools and transport from the past	Begin to develop an understanding of chronology when discussing routines and past events	Compare and contrast characters from stories, including figures from the past	Begin to develop an understanding of past and present through stories and images	Notice similarities and differences between families and communities
Celebrate and value cultural, religious and community events and experiences	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Draw information on a simple map	Familiarise children with the name of village, county, country their school is in	Look at aerial views of familiar places recognising key features of the environment
Understand the effect of changing seasons on the natural world around them	Recognise some similarities and differences between life in this country and life in other countries	Explore the natural world around them, sing songs and rhymes about the natural world	Recognise that some environments are different from the one in which they live	Explore in different ways, contrasting environments within both their local and national region

ELG: Past and Present • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters, and events encountered in books read in class and storytelling

People, Cultures and Communities • 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.

The Natural World • 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.

EYFS: What this might look like in provision

Main link: Understanding the World

The following are possible opportunities within all provision areas that children may develop historical and geographical skills and knowledge. They may be further developed or adapted to follow the children's interests.

Sharing family photos – on display in home corner to talk about	Discussions about our families – including sharing objects/artefacts important to our families Inviting grandparents in to talk with us	Parents sharing family background, multicultural links. Children with grandparents, relatives, friends in other countries - find on a map	Look at what happens to our environment when the weather changes at different times of the year – make links with different climates around the world	Talk about landscapes including oceans, mountains, deserts – recreate in small world
Build castles and castle features in construction	Roleplaying kings, queens, princes, princess Link to 'significant people'	Exploring countries on maps, globes and atlases inc. using technology e.g. Google Maps	Use directional language in everyday e.g. N,S,E,W, left, right	Creating different kinds of maps: story maps, treasure maps and plans that include symbols, labels and pictures
Talk about and imagination play holidays we have been on and how they are different from where we live	Daily weather conversations. Compare with other countries. Talk about appropriate clothing for different weathers	Talk about our favourite toys, our parents and grandparents' favourite toys	Ordering daily routines and visual timetables Ordering – e.g. how to plant a seed, make a cake, build a structure	Observational skills when drawing things in their environment or when out on walks in our local environment
Exploring different geographical stories from around the world (E.g. Handa's Surprise)	Tasting and trying different foods from around the world	Discover festivals and celebrations from around the world Look at how other children celebrate Christmas	Discussing what happens next in stories Changes in nursery rhymes/ stories	Look at how somethings are old and some are new E.g. Explore how some building look older than others – in stories, in our local area
Creating different environments in small world play – mountains, rivers, beaches, cliffs, woodland	Looking at changes over time that are familiar to us e.g. life cycles of butterflies or tadpoles in our pond	Investigation behaviours in play – What else could we try? What could this be used for? How might this work?	Recapping on 'yesterday's' discussions/activities and relating this to 'past' events	Sand area – exploring environments, being archaeologists

Geography: Key Stage 1

Locational Knowledge		Place Knowledge	Human and Physical Geography	Skills and Fieldwork
<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 	<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 	<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"> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use aerial photos, construct simple maps Undertake simple fieldwork within school locality
Year 1	<ul style="list-style-type: none"> Know the names of the four countries that make up the UK and name the three main seas that surround the UK 	<ul style="list-style-type: none"> Know features of hot and cold places in the world 	<ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Know the main differences between city, town and village 	<ul style="list-style-type: none"> Know where the equator, North Pole and South Pole are on a globe Know which is N, E, S and W on a compass Know their address, including postcode
Year 2	<ul style="list-style-type: none"> Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland 	<ul style="list-style-type: none"> Know the main differences between a place in England and that of a small place in a non-European country 	<ul style="list-style-type: none"> Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Explain some of the advantages and disadvantages of living in a city or village. 	<ul style="list-style-type: none"> Know and use the terminologies: left and right; below, next to

Geography: Key Stage 2

Locational Knowledge

	<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 	<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 	<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>
Year 3	<ul style="list-style-type: none"> Know the names of and locate at least eight European countries 	<ul style="list-style-type: none"> Know the names of and locate at least eight counties and at least six cities in England 	<ul style="list-style-type: none"> Know the names of four countries from the southern and four from the northern hemisphere
Year 4	<ul style="list-style-type: none"> Know the names of and locate at least eight major capital cities across the world 	<ul style="list-style-type: none"> Know where the main mountain regions are in the UK Know, name and locate the main rivers in the UK 	<ul style="list-style-type: none"> Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map Know what is meant by the term 'tropics'
Year 5	<ul style="list-style-type: none"> Know the names of a number of European capitals Know the names of, and locate, a number of South or North American countries 		
Year 6			<ul style="list-style-type: none"> Know about time zones and work out differences

Geography: Key Stage 2

Place Knowledge		Human and Physical Geography	
<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, and a region within North or South America 		<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of 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 	
Year 3	<ul style="list-style-type: none"> Know at least five differences between living in the UK and a Mediterranean country 	<ul style="list-style-type: none"> Know what causes an earthquake Label the different parts of a volcano 	
Year 4		<ul style="list-style-type: none"> Know and label the main features of a river Know the name of and locate a number of the world's longest rivers Know the names of a number of the world's highest mountains Explain the features of a water cycle 	<ul style="list-style-type: none"> Know why most cities are located by a river
Year 5	<ul style="list-style-type: none"> Know key differences between living in the UK and in a country in either North or South America 	<ul style="list-style-type: none"> Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is 	
Year 6		<ul style="list-style-type: none"> Know the names of and locate some of the world's deserts 	<ul style="list-style-type: none"> Know why are industrial areas and ports are important Know main human and physical differences between developed and third world countries

Geography: Key Stage 2

Geographical skills and fieldwork

- 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 United Kingdom and the wider world

Year 3

- Use maps to locate European countries and capitals.

- Know and name the eight points of a compass

Year 4

- Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian

- Know how to plan a journey within the UK, using a road map

Year 5

- Know how to use graphs to record features such as temperature or rainfall across the world

Year 6

- Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.

- Know what most of the Ordnance Survey symbols stand for
- Know how to use six-figure grid references