

Heelands School

Geography Progression Map

Intent

We offer a structure and sequence of lessons to ensure that we cover the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. Lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Implementation

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Our lessons come with end of unit assessments to give the teacher and adults leading geography confidence in the progression of skills and knowledge and that outcomes have been met. Key words are also highlighted in each lesson pack, to be used by children to deepen their geographical knowledge.

Impact

We believe that the impact of using PlanIt Geography lessons as the basis of your curriculum is that learning about geography is enjoyed by pupils across school, teachers have higher expectations and high quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography. 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 curiosity about the world around them, and their impact on the world. Pupils will understand that they have choices to make in the world, developing a positive commitment to the environment and the future of the 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 communicate geographical information in a variety of ways. Children will be able to speak confidently about their geography learning, skills and knowledge.

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Geography National Curriculum.

For more detail about linked subject progression within the EYFS Framework, please refer to [these documents](#).

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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.

Place Knowledge

Pupils should be taught to:

- 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.

Human and Physical Geography

Pupils should be taught to:

- 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, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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 map; and use and construct basic symbols in a key;
- 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.

	KS1	The Year 1 Geographer	The Year 2 Geographer
Location Knowledge	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name and locate the world's seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<p>Knows that they live in Milton Keynes.</p> <p>That England, Northern Ireland, Scotland and Wales make up the United Kingdom.</p> <p>Can use some geographical terms like town, city, mountain, river.</p>	<p>Knows the names of the seven continents and five oceans.</p> <p>Knows the names of the capital cities of the UK.</p> <p>Can find the continents and oceans on a world map or globe. Understands and uses vocabulary like ocean, Europe, Africa.</p>
Place Knowledge	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. 	<p>Knows that Milton Keynes is different to other places in the UK.</p> <p>Can name some differences.</p>	<p>Knows that Milton Keynes is different to places in other countries.</p> <p>Knows that the UK is different to other countries.</p> <p>Can name some key differences to life in a contrasting country.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human and Physical Geography</p>	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum</p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> a 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; b 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; c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>Knows the names of the four seasons and can talk about the weather differences in each one.</p> <p>Uses words like rain, clouds, temperature, snow.</p>	<p>Knows which months of the year fall into each season.</p> <p>Uses more complex geographical vocabulary e.g. equator, desert, climate.</p> <p>Can say whether features are physical or human.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical Skills and Fieldwork</p>	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>KS1 Geography National Curriculum</p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; b use simple compass directions and locational and directional to describe the location of features and routes on a map; c devise a simple map; and use and construct basic symbols in a key; d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. f 	<p>Can follow a simple map on a local walk.</p> <p>Understands compass directions.</p> <p>Can draw their own map with a simple key.</p> <p>Can name physical and human features in the locality.</p>	<p>Can find the continents and oceans on a world map or globe.</p> <p>Can give and follow directions using the compass points for a beebot.</p> <p>Uses specific geographical vocabulary for fieldwork.</p>

This Planit Deep Dive into Geography Whole-School Progression Map has been written to support practitioners who have chosen to adopt the Planit scheme in part or in full. The curriculum progression map comprehensively shows the progression of geographical skills and concepts from year 1 to year 6.