

Heelands School

Geography Progression Map

Intent

At Heelands School 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 we teach 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 learning about geography is to be enjoyed by pupils across school. 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. Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers.

Curriculum Expectations

Foundation Stage

People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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 ELG

at the expected level of development will:

- 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.

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.

Skills Progression in Foundation Stage and KS1

Strand	Foundation Stage	Year 1	Year 2
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</p> <p>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 can:</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; 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. 		
	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> Name and locate the four countries of the United Kingdom 	<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
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</p> <p>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. Children can:</p> <ul style="list-style-type: none"> compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/town in a different country; 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. 		
	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Talk about and describe people and places in the local area 	<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. use key vocabulary to demonstrate knowledge and understanding 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. use key vocabulary to demonstrate knowledge and understanding
Geographical Skills and Fieldwork	<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. Children can:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the countries, continents and oceans studied at this keystage; use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key; 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; 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. 		

	<ul style="list-style-type: none"> Visit different parts of the local community, including areas where some children may be very knowledgeable e.g. Church, local shops 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries 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. 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, devise a simple map and use and construct basic symbols in a key. 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify continents and oceans studied at this key stage 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 devise a simple map; and use and construct basic symbols in a key.
Human and Physical	<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"> 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; use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 		
	<ul style="list-style-type: none"> Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather. Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. To be able to understand and identify the following on pictures and simple maps key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather. key human features, including: city, town, village, factory, farm, house, office, harbour and shop 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Key Vocabulary			
	Places Features Environment Texture World Planet Living Animal Farm House Sea Beach Forest Shop World City Map Weather Compare Similar Different	As before, plus... Human features Physical features Coast Shore Soil Hill Cliff River Mountain Ocean City Town Village Factory Office Country Continent Weather - cloud sun rain snow wind Season Buildings Atlas Globe United Kingdom	As before, plus... Oceans North East South West Distance Left Right Capital cities Valley Vegetation Port Harbour Africa Antarctica Asia Australia Europe North America & South America Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean aka Antarctic Ocean & Arctic Ocean

Geography Long Term Plan

Foundation Stage					
Autumn 1 Ourselves	Autumn 2 Julia Donaldson and Festivals	Spring 1 Space	Spring 2 People Who Help Us	Summer 1 Traditional Tales	Summer 2 Minibeasts
<p>Learning about our school.</p> <p>Looking at a map of Heelands in relation to the map of Britain and the world.</p>	<p>Links to Diwali Festival</p>	<p>Space travel, distance and direction.</p> <p>Chinese New Year and Chinese customs.</p> <p>Seasons – making early links to different weather patterns around the world.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Map work- look at the world. Comparisons of countries linked to prior learning.</p> <p>Traditional tales around the world.</p>	<p>Contrast of environments linked to habitats.</p>
Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Seasons walk – around Heelands school (Science link)</p> <p>Where we live – local area.</p> <p>Compass directions</p> <p>Our School/ Wonderful weather links to science.</p>	<p>History Focus</p>	<p>Map work on introducing symbols. Labelling using simple Geographical language – physical and human features.</p> <p>Heelands (local area.)</p>	<p>History Focus</p>	<p>Uk cities & capitals. Links to Royal family. Discuss weather all around UK and reasons for variances.</p> <p>Town & countryside – compare and contrast key features, including some physical and human use.</p>	<p>History Focus</p>
Year 2					
Autumn 1 Pirates	Autumn 2	Spring 1 Great Fire of London	Spring 2 Roald Dahl	Summer 1 Dinosaurs	Summer 2 Knights and Castles
<p>Continents and oceans; learning names, locations and rapid recall work.</p> <p>Map and compass work, distance and direction.</p>	<p>Protecting our world.</p> <p>Links to History – event in living memory, war on plastic.</p>	<p>History Focus</p>	<p>Geographical facts, rapid recall work.</p> <p>Physical geography</p> <p>-beach/cliff, town/village</p> <p>Skills-aerial photographs</p> <p>-devise own maps and simple key to demonstrate knowledge and understanding</p>	<p>Geographical facts, rapid recall</p> <p>Place knowledge (human and physical geography)</p> <p>-What is Peru like?</p> <p>-What is MK like?</p> <p>Place knowledge</p> <p>-Contrast MK with Peru</p> <p>-weather patterns in both countries</p>	<p>History Focus</p>

