



# HORNCASTLE PRIMARY SCHOOL

## Subject Progression - Geography

<b>PURPOSE &amp; AIMS</b>	<p>The geography curriculum should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Pupils should be equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, as well as the formation and use of landscapes and environments. At Horncastle we aim to develop children's knowledge of the location of globally significant places, understand the processes that give rise to key physical and human geographical features of the world and how these can change over time. Children will be competent in the geographical skills needed to collect, analyse and communicate with a range of data. These will be gathered through first-hand experiences of fieldwork that deepen their understanding of geographical processes as well as being able to interpret a range of sources of geographical information. Sources will include maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children will communicate geographical information in a variety of ways (including through maps, using numerical and quantitative skills and writing at length). Our approach to developing geographical skills aims to include cross-curricular opportunities wherever possible.</p>
<b>EYFS</b>	<p>From birth, children will be exposed to the world around them in a variety of ways. They will begin to interact with their surroundings through their senses, exploring new and exciting parts of the world. This could begin with objects to investigate and textures to explore, to then move on to building up role play around small world scenes and noticing different things in the environment. Exposure to different elements of their surrounding environment will make a child be more geographically aware of the world and what is around them.</p> <p>During Foundation Stage, geography is taught through the area of learning 'Understanding the World'. Whilst in Foundation Stage, children will be exposed to a variety of experiences during both adult-led discussions and child-initiated learning. Children will have access to the outside classroom, where they have opportunities to explore and discover for themselves. As well as this, children will have different opportunities to learn and understand about the world through role play and investigation stations within the department. During adult-led discussions, children will also learn about their own home and school environments. They will also find out about the local surrounding area where they live. This awareness is extended through providing the children with real first hand experiences, by visiting places and finding out about different environments in books, on TV and through using other technology. They will begin to talk about their environment and make observations of the place they live and their surrounding area, beginning to develop their understanding of similarities and differences around these environments. They will also begin to ask questions, explore, investigate and make comparisons around what they have learnt about the world they live in.</p> <p>By the end of EYFS, most children will be able to:</p> <ul style="list-style-type: none"> <li>- Understand about similarities and differences in relation to places, objects, materials and living things</li> <li>- Talk about the features of their own immediate environment and how environments might vary from one another</li> <li>- Make observations of animals and plants and explain why some things occur, and talk about changes</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>FOCUS AREAS</b>	<p><b>Locational Knowledge</b> Four constituent countries of UK and capital cities</p> <p><b>Place Knowledge</b> Small area of UK</p> <p><b>Human &amp; Physical Geography</b> UK daily weather patterns Human/physical features of school grounds.</p> <p><b>Geographical Skills &amp; Fieldwork</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p><b>Locational Knowledge</b> World's seven continents and five oceans</p> <p><b>Place Knowledge</b> Non-European country</p> <p><b>Human &amp; Physical Geography</b> Hot and cold areas of the world (North &amp; South Poles / Equator) and human/physical features of countries linked to projects and surrounding area of school</p> <p><b>Geographical Skills &amp; Fieldwork</b> Use simple fieldwork and observational skills to study the School's surrounding area and the key human and physical features of its surrounding environment.</p>	<p><b>Locational Knowledge</b> Countries in Europe (Italy) Counties and Cities of the UK</p> <p><b>Place Knowledge</b> The UK</p> <p><b>Human &amp; Physical Geography</b> Settlement and land use climate zones, biomes and vegetation belts</p> <p><b>Geographical Skills &amp; Fieldwork</b> Maps (Ordnance Survey maps), atlases and globes and local area field work inc. sketch maps, plans and graphs and digital technologies.</p>	<p><b>Locational Knowledge</b> World Countries (India)</p> <p><b>Place Knowledge</b> Compare France/UK</p> <p><b>Human &amp; Physical Geography</b> Volcanoes and earthquakes, the water cycle</p> <p><b>Geographical Skills &amp; Fieldwork</b> Maps, atlases and globes and digital mapping, eight points of a compass</p>	<p><b>Locational Knowledge</b> World Countries (North America)</p> <p><b>Place Knowledge</b> North America (Mexico)</p> <p><b>Human &amp; Physical Geography</b> Distribution of natural resources (energy, food, minerals and water) biomes, climate and trade</p> <p><b>Geographical Skills &amp; Fieldwork</b> Maps, atlases and globes, four and six figure grid references (Ordnance Survey maps)</p>	<p><b>Locational Knowledge</b> Countries in Europe (Greece) World countries (South America) Longitude/Latitude and Equator</p> <p><b>Place Knowledge</b> Greece and Amazon Rainforest</p> <p><b>Human &amp; Physical Geography</b> River Amazon</p> <p><b>Geographical Skills &amp; Fieldwork</b> Fieldwork linked to rivers Map work</p>
<b>INVESTIGATE PLACES</b>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries come across in other subjects.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and its human and physical features.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human &amp; physical features.</p> <p>Devise a simple map and use and construct basic symbols in a key</p> <p>Name and locate the world's continents and oceans.</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied and come across in other subjects.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs.</p>	<p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p>	<p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>INVESTIGATE PATTERNS</b>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (Horncastle)</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Identify land use around the school.</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 contrasting non-European country.</p>	<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Name and locate the continents &amp; oceans</p> <p>Describe how the locality of the school has changed over time.</p>	<p>Describe geographical similarities and differences between countries.</p>	<p>Describe geographical diversity across the world.</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p>	<p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>
<b>COMMUNICATE GEOGRAPHICALLY</b>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: hill, sea, river, weather and season.</li> <li>key human features, including: city, town, and village.</li> </ul> <p>Use locational language (e.g. near and far) to describe the location of features and routes on a map.</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: cliff, coast, soil, valley, vegetation, beach, forest, mountain and ocean.</li> <li>key human features, including: factory, city, office and shop.</li> </ul> <p>Use compass directions (north, south, east and west) and locational &amp; directional language to describe the location of features and routes on a map.</p> <p>Devise a simple map using grid references (A1, B1).</p>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts</li> <li>human geography, including: land use</li> </ul> <p>Use symbols and a key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: volcanoes, earthquakes and the water cycle</li> <li>human geography, including: settlements</li> </ul> <p>Use the eight points of a compass to communicate knowledge of the United Kingdom and the wider world.</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>Use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: rivers, mountains</li> <li>human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>