

## Geography Curriculum and Skills Progression Overview 2023-24

Year R			
<b>Curriculum requirements</b>	<b>Geographical Skills and Fieldwork</b> - 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.		
<b>Skills and Topics</b>	The Geography curriculum falls under the specific area of Understanding of the World. The revised 'Statutory framework for the early years foundation stage' (2021) sets out Geography in its own Early Learning Goal 'People, Culture and Communities' where children will cover the key aspects of the subject using skills of observation, discussion, comparison and application of knowledge. These skills will be taught through the use of first-hand experiences, fiction and non-fiction texts and maps. Learning will cover finding out about their immediate surroundings and comparing to other environments and communities in this country and others.		
Year 1			
	Autumn	Spring	Summer
	<b>Enchanted Forest</b>	<b>Around the World</b>	<b>Animals</b>
<b>Curriculum topic ideas</b>	My local area 7 continents and 5 oceans introduction	Antarctica – Hot and Cold	What is special about my school?
<b>Curriculum requirements (with reference to the Geography Framework 2020)</b>	<b>Place Knowledge -</b> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <b>Geography skills and Fieldwork –</b> <ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>- use aerial photographs</li> <li>- devise a simple map</li> <li>- use and construct basic symbols in a key</li> </ul>	<b>Locational Knowledge -</b> <ul style="list-style-type: none"> <li>- name and locate the world's seven continents and five oceans</li> </ul> <b>Human and Physical Geography –</b> <ul style="list-style-type: none"> <li>- identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles</li> </ul>	<b>Geographical Skills and Fieldwork-</b> <ul style="list-style-type: none"> <li>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>- 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)</li> <li>- 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</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Introducing and using maps – following routes, using keys</li> <li>- Locating key places on a map</li> <li>- Expressing opinions</li> <li>- Identifying and understanding two types of geographical features</li> <li>- Making observations within the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>- Using maps, atlases and globes to locate specific areas</li> <li>- Using geographical vocabulary</li> <li>- Using compass points</li> <li>- Understanding temperature and climate conditions across the world</li> </ul>	<ul style="list-style-type: none"> <li>- Locating key places on a map</li> <li>- Developing map skills and the use of a key including plotting routes</li> <li>- Developing the use of geographical vocabulary</li> <li>- Using locational and directional language</li> <li>- Comparing and contrasting characteristics of locations in the United Kingdom</li> </ul>

<p><b>Assessment Focus</b></p>	<p><b>Place Knowledge</b>  Identify some geographical features of a small area of the United Kingdom (Fleet)  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Fleet)  Begin to explain reasons for the similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Fleet)</p> <p><b>Geography Skills and Fieldwork</b>  Use a map to locate features  Describe the location of features and routes on a map  Create a map with a key using basic symbols, understanding the purpose of a key</p> <p><b>Locational Knowledge 1</b>  Point to some of the world's continents and oceans on a world map  Name some of the world's well-known continents and oceans  Name the world's seven continents and five oceans</p>	<p><b>Human and Physical</b>  Point to some hot and cold places.  Identify the location of hot and cold areas in relation to N&amp;S poles and equator  Compare similarities and differences between hot cold places using geographical vocabulary</p> <p><b>Locational Knowledge 2</b>  Name the country of the United Kingdom you live in  Name the four countries of the United Kingdom  Name and locate the four countries and capital cities of the United Kingdom</p>	<p><b>Human and Physical Geography</b>  Name physical and human features in the surrounding environment  Describe the location of physical and human features (next to, North of...)  Explain the location of physical and human features</p>
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**Year 2**

	<p><b>Autumn</b></p> <p><b>Sizzle, crackle, bang!</b></p>	<p><b>Spring</b></p> <p><b>Adventures far and wide</b></p>	<p><b>Summer</b></p> <p><b>People, places and plants</b></p>
<p><b>Curriculum topic ideas</b></p>	<p>7 continents and 5 oceans revision</p>	<p>Weather around the world, including extreme weather</p>	<p>Fleet vs Accra, Ghana</p>
<p><b>Curriculum requirements</b></p>	<p><b>Location Knowledge</b> – Revise location knowledge from Year 1 around capital cities.</p> <p><b>Human and Physical Geography</b> -identify physical and human features in London</p> <p><b>Geographical Skills and Fieldwork</b> -  - use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>	<p><b>Place Knowledge</b> - 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><b>Geographical Skills and Fieldwork</b> - 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 compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>	<p><b>Location Knowledge</b> – Revise name, location and identifiable characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas and discuss their weather.</p> <p><b>Human and Physical Geography</b> -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><b>Geographical Skills and Fieldwork</b> - 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 to describe the location of features and routes on a map</p>

		<b>Human and Physical Geography-</b> Key physical features including cliff, beach, coast, swamp, ocean, vegetation, valley. Key human features including- factory, office, port, city, town, shops		
<b>Skills</b>	To begin to use positional language and compass directions to describe places and features.	Extension of the use of maps, aerial photographs, diagrams, atlases and globes. Further development of recognition of human and physical features that give a place its character. Fieldwork with investigative skills for place and location beyond local environment. Extension of geographical vocabulary.		Use of maps, keys, atlases and globes. Further development of recognition that features give a place its character. Comparing and contrasting seasonal and daily weather patterns in the U.K and hot and cold places of the world.
<b>Assessment Focus/Activity</b>	<b>Locational Knowledge</b> To locate and name all the countries of the UK and the capital city. To locate and name the 7 continents and 5 oceans of the world using a map. To compare two locations using words such as city, town name, region or continent. To use a range of sources of geographical information e.g. aerial photographs, maps, diagrams to compare and discuss why locations have different features.	<b>Place Knowledge</b> To talk about simple differences between an African country and Fleet. To know that different places may have both similar and different characteristics To offer reasons for their views and judgements.	<b>Human and Physical</b> To describe weather patterns in relation to the seasons in the UK. To identify seasonal and daily weather patterns in the UK To locate the hot and cold areas of the world in relation to the Equator and the North and South Poles To explain why weather patterns change in different parts of the world i.e. at the equator or the North Pole	<b>Geography skills and field work.</b> To create and follow a map using positional language To use and construct basic symbols on a map with a simple key To identify and use the points of a compass To locate places using letter and number co-ordinates To interpret information from looking at simple maps. To describe one place in relation to another using compass points.

