

## Franch Community Primary School: Curriculum progression in Geography

	EYFS (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW - People, Culture and Communities)</p> <p>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. (UTW - People, Culture and Communities)</p> <p>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. (UTW – The Natural World)</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate the four countries of the United Kingdom.</p> <p>Name and locate our school and our town on a map.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding seas.</p>	<p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) concentrating on their environmental regions and key physical and human characteristics.</p> <p>Name and locate key topographical features hills and mountains and land use patterns, and how some of these have changed over time through a local study of Franche (link to history).</p> <p>Identify the position and significance of ... <b>focus:</b> Equator, Northern and Southern Hemispheres, Arctic and Antarctic Circle.</p>	<p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features coasts and rivers and land use patterns.</p> <p>Identify the position and significance of (recap Y3) <b>focus:</b> the Tropics of Cancer and Capricorn, time zones (including day and night).</p>	<p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns.</p> <p>Identify the position and significance of (recap Y3&amp;4) <b>focus:</b> latitude, longitude, time zones (including day and night).</p>	<p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns.</p> <p>Identify the position and significance of (recap Y3,4&amp;5) <b>focus:</b> latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).</p>

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Place Knowledge	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW - People, Culture and Communities)</p> <p>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. (UTW - People, Culture and Communities)</p> <p>(UTW - People, Culture and Communities)</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.	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.	Understand geographical similarities and differences through a study of human and physical geography of a region of the UK, and a region in a European country.	Understand geographical similarities and differences through a study of human and physical geography of a region of the UK, and a region in a European country.	Understand geographical similarities and differences through a study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.	Understand geographical similarities and differences through a study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.
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Human and Physical	<p>Understand some important processes and changes in the natural world around them, including the seasons. (UTW – The Natural World)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Begin to use basic geographical vocabulary to refer to physical and human features including: beach, forest, hill, mountain, ocean, weather</p> <p>City, town, village, house, shop</p>	<p>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>Use basic geographical</p>	<p>Describe and understand key aspects of:</p> <p><b>Physical geography</b> - including: mountains, volcanoes and earthquakes.</p> <p><b>Human geography</b> - including: settlements and land use.</p>	<p>Describe and understand key aspects of:</p> <p><b>Physical geography</b> - including: rivers and the water cycle.</p> <p><b>Human geography</b> - including: settlements, land use, economic activity including the distribution of</p>	<p>Describe and understand key aspects of:</p> <p><b>Physical geography</b> - including: climate zones, biomes and vegetation belts and the water cycle.</p> <p><b>Human geography</b> - including: settlements, land use, economic activity including</p>	<p>Describe and understand key aspects of:</p> <p><b>Physical geography</b> - including: climate zones, vegetation belts, volcanoes and earthquakes.</p> <p><b>Human geography</b> - including: settlements, land use, economic activity including</p>

	poems when appropriate. (CL - Speaking)		vocabulary to refer to:  <b>Physical features</b> - including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <b>Human features</b> - including: city, town, village, factory, farm, house, office and shop.		natural resources including food and water.	trade links, and the distribution of natural resources including energy, food, minerals, and water.	trade links, and the distribution of natural resources including energy, food, minerals, and water.
	<b>EYFS (ELG)</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Skills and Fieldwork	<p>Make comments about what they have heard and ask questions to clarify their understanding (CL – Listening, Attention and Understanding)</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (CL – Listening, Attention and Understanding)</p> <p>Hold conversation when engaged in back-and-</p>	<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, continents and oceans studied.</p>	<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, continents and oceans studied.</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>Begin to recognise geographical issues affecting people in different places.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</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>Begin to recognise geographical issues affecting people in different places.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>Ask and respond to more searching causal geographical questions about the physical and human characteristics of a location, such as ‘Why does that happen in that place? Could it happen here?’</p> <p>Linking to above, explain own views about locations, giving reasons.</p> <p>Recognise geographical issues affecting people in different places and environments.</p> <p>Use maps, atlases, globes and digital/computer</p>	<p>Ask and respond to more searching causal geographical questions about the physical and human characteristics of a location, such as ‘Why does that happen in that place? Could it happen here?’</p> <p>Linking to above, explain own views about locations, giving reasons.</p> <p>Recognise geographical issues affecting people in different places and environments.</p> <p>Use maps, atlases, globes and digital/computer</p>

	<p>forth exchanges with their teacher and peers. (CL – Listening, Attention and Understanding)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (CL – Speaking)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (CL - Speaking)</p>	<p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features.</p>	<p>Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.</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 and digital technologies.</p>	<p>Recap Y3 <b>Focus:</b> Use four-figure grid references, symbols and a key (that uses standard Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</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 and digital technologies.</p>	<p>mapping to locate countries and describe features.</p> <p>Recap Y3&amp;4 <b>Focus:</b> Use four and six-figure grid references, symbols and a key (that uses standard Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p>	<p>mapping to locate countries and describe features.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and a key (that uses standard Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p>
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