



Geography Progression of Learning at Woodstock CE Primary School

National Curriculum Overview

Key Stage 1	Key Stage 2
<p>Pupils should begin to:</p> <ul style="list-style-type: none"> ☆ Develop knowledge about the world, the United Kingdom and their locality ☆ Understand basic subject-specific vocabulary relating to human and physical geography ☆ Use geographical skills, including first-hand observation, to enhance their locational awareness 	<p>Pupils should extend their knowledge and understanding of:</p> <ul style="list-style-type: none"> ☆ Beyond the local area to include the United Kingdom and Europe, North and South America ☆ The location and characteristics of a range of the world's most significant human and physical features ☆ Their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Locational & Place Knowledge

EYFS	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6			
All Units	Passport to Britain & Around Our World	Europe Explored & City of Spires	Amazon Adventure & Going Global			
<p>Three and Four Year Olds</p> <ul style="list-style-type: none"> ☆ I can talk about different countries in the world from experiences or photos. <p>Reception</p> <ul style="list-style-type: none"> ☆ I can recognise some environments that are different to the one in which I live. <p>ELG</p> <ul style="list-style-type: none"> ☆ I can talk about my immediate environment. ☆ I can compare the similarities and differences between the natural world and contrasting environments. 	<ul style="list-style-type: none"> ☆ Name and locate the four countries and capital cities of the UK; England, Ireland, Scotland, Wales ☆ Name and locate the seas surrounding the UK ☆ Talk about physical and human geographical similarities and differences between a small area of the UK, including seas, mountains, rivers and other key features ☆ Navigate their way around the classroom and school grounds 	<ul style="list-style-type: none"> ☆ Name and locate the world's seven continents ☆ Name and locate the world's five oceans ☆ Talk about physical and human geographical similarities and differences between a small area of a non-European country ☆ Ask geographical questions e.g. -- What is it like to live in this place? How is this place different to where I live? Woodstock 	<ul style="list-style-type: none"> ☆ Name and locate places and countries we are studying; including Oxford ☆ Name and locate major cities in the countries we are studying ☆ Locate human and physical characteristics in the countries we are studying; including land-use patterns ☆ Talk about physical and human similarities and differences between different parts of the United Kingdom ☆ How life has changed in Egypt / Rome (Ancient to modern day) 	<ul style="list-style-type: none"> ☆ Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. ☆ Study the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms etc). ☆ Know and locate the world's seas and oceans. ☆ Name and locate the major cities of Europe on a map 	<ul style="list-style-type: none"> ☆ Understand geographical similarities and differences through a study of human and physical geography of: <ul style="list-style-type: none"> - Region within N/S America (Brazil and the Amazon) – compare to key aspects of the UK - Region in a European country (Greece). ☆ Name and locate countries and capital cities of the world and explain where they are in relation to one another ☆ Locate human and physical characteristics of the world drawing on previous learning 	<ul style="list-style-type: none"> ☆ Locate and study the major countries involved in WW2 (UK, Germany, Poland, Italy, Japan, USA etc). Link to locality – Blenheim & Woodstock ☆ Name and locate counties and cities of the United Kingdom, geographical regions and the identifying physical and human features; compare to our own locality/county ☆ Use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Artic/Antarctic Circle and time zones

Human & Physical Geography

EYFS	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6	
All Units	Passport to Britain & Around Our World		Europe Explored & City of Spires		Amazon Adventure & Going Global	
<p>Three and Four Year Olds</p> <p>☆ Talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Reception</p> <p>☆ Look closely at similarities and differences, pattern and change.</p> <p>ELG</p> <p>☆ Talk about features of their immediate environment and how environments might vary from one and another; including the seasonal changes and weather</p>	<p>☆ Use basic geographical vocabulary to refer to:</p> <p>Key Physical Features: including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, ford, stream, copse, housing estate</p> <p>Key Human Features: including, city, town, village, factory, farm, house, office, shop</p>	<p>☆ Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>☆ Identify seasonal and daily weather patterns in the UK</p>	<p>☆ Describe and understand key aspects of:</p> <p>Physical Geography: rivers and the water cycle</p> <p>Human Geography: types of settlement and land-use</p> <p>☆ Understand geographical similarities and differences through the study of human and physical geography of regions and cities in Europe.</p>	<p>☆ Describe and understand key aspects of:</p> <p>Physical Geography: including climate zones, rivers, mountains, volcanoes and earthquakes (natural disasters)</p> <p>Human Geography: impact of our extreme earth on our lives through the study of photographs, population numbers and other primary sources. Draw conclusions; include diagrams and key geographical vocab</p>	<p>Describe and understand key aspects of:</p> <p>Physical Geography: including climate zones, biomes and vegetation belts.</p> <p>Human Geography: including land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>☆ On a world map, locate the main countries in Europe and the Americas; and identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>☆ Study of modern land and settlements pre and post war compared to modern day.</p>

Geographical Skills & Fieldwork

EYFS	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6	
All Units	Passport to Britain & Around Our World		Europe Explored & City of Spires		Amazon Adventure & Going Global	
<p>Three and Four Year Olds</p> <p>☆ Show care and concern for living things and the environment.</p> <p>Reception</p> <p>☆ Look closely at similarities and differences, pattern and change.</p> <p>ELG</p> <p>☆ Make observations and explain why some things occur; talk about changes.</p>	<p>☆ Use world maps, atlases and globes to identify the UK and its countries</p> <p>☆ Use simple compass directions (North, South, East and West), locational and directional language to describe the location of features and routes on a map</p> <p>☆ Use simple fieldwork and observational skills</p>	<p>☆ Use world maps, atlases and globes to identify the continents and oceans studied</p> <p>☆ Use compass directions (North, South, East and West) to describe the location of features and routes on a map</p> <p>☆ Devise simple maps and construct basic symbols in a key</p>	<p>☆ Use maps, atlases and globes to locate countries and describe features studied.</p> <p>☆ Use the eight-point compass, four-figure grid references, symbols and keys to build their knowledge of the United Kingdom.</p> <p>☆ Read four-figure grid references, symbols and keys</p>	<p>☆ Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied</p> <p>☆ Use four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the wider world</p>	<p>☆ Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>☆ Use the eight points of the compass, six-figure grid references, symbols and keys.</p> <p>☆ Choose effective recording and presentation methods e.g. tables to collect data.</p>	<p>☆ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>☆ Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to further build their knowledge of the</p>

	<p>to study the geography of their school and its grounds and the key human and physical features of its surrounding environment; including recording daily weather/rainfall</p>	<p>☆ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical feature; devise a simple map; and use and construct basic symbols in a key</p>	<p>☆ Use and apply a range of mapping skills to different topics studied</p> <p>☆ Use national and world data to make comparisons and draw conclusions; including weather patterns</p>	<p>☆ Sketch maps of human and physical features</p> <p>☆ Devise and carry out surveys of the public to inform geographical research</p>	<p>☆ Collate and present data collected and record it using data handling software to produce graphs and charts of the results. – Ask Geographical questions e.g. How is traffic controlled? What are the main problems? – Analyse evidence and draw conclusions - Be aware of own responsibility in the world.</p>	<p>United Kingdom and the wider world</p> <p>☆ Make plans of the local area showing human and physical features</p> <p>☆ Locate countries, continents and oceans using atlases, maps and digital maps, describing their features</p>
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