



Geography

Progression of Skills and Knowledge

Intent for Geography Curriculum:

At Westcourt Primary School we aim to instil in our pupils a curiosity and fascination about the world around them. Pupils will investigate and make enquiries about their local area so that they can develop a real sense of who they are and where they come from. We want them to have knowledge of not only Gravesend and of the UK, but also to have a wider picture of the world as a whole, the similarities and differences in people and places; and to consider their part within it as a valuable world citizen with a responsibility to look after our planet and its people. As our pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. We aim to instil an ambitious approach to our geographical studies and hope to create resilient learners.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

3 – 4 years		Reception		ELG		
Mathematics	Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’	Understanding the World	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.	Understanding the World	People, Culture and Communities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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.
Understanding the World	Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.				The Natural World	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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge 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		Locational Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
* Know location of significant places in the local area e.g., River Thames, Gurdwara, Clocktower, own homes in relation to school *To know the 4 capital cities of the UK * To know the world is split into 7 continents	* Know the name, location and key characteristics of the four countries and capital cities of the UK and its surrounding seas. * To know the names and locations of the seven continents and five oceans.	Exploring the World * Locate and name the continents on a World Map. * Locate the main countries of Europe including Russia and major capital cities. * Focus on key physical characteristics (location of major mountain ranges, rivers, seas)	Amazon Adventure * To know the position and significance of Latitude and Longitude, the Equator (in relation to Amazon Rainforest). Anglo Saxons * Name and locate counties and cities of	New Book – Ride the Wind * Identify the position and significance of Latitude and Longitude and the Greenwich Meridian and Time Zones. * Identify the Northern and Southern hemispheres and the Tropics (in relation to Chile)	Shackleton * Identify the position and significance of Latitude, Longitude, Arctic and Antarctic circles.

*To know the difference between a country and a continent			the UK (link to historical origins)	* Locate and label countries and key cities in South America Stand-alone * To understand what is meant by land use * To understand how land use has changed in the UK over time * To consider why land use changes (e.g. development of wind farms in Scotland).	
Key vocabulary United Kingdom, England, Scotland, Wales, Northern Ireland, North, South, sea, beach, hill, mountain, capital city, London, Belfast, Cardiff, Edinburgh, city, town, country, Gravesend	Key Vocabulary world map, continent, ocean, Europe, Africa, Asia, Australia, North America, South America, Antarctica, London, Cardiff, Edinburgh, Belfast.	Key Vocabulary Europe, Africa, Australia, Asia, North America, South America, Antarctica, Russia, United Kingdom, France, Spain, Germany, London, Edinburgh, Cardiff, Belfast, Paris, Berlin, Madrid, Moscow, cities, capital cities,	Key Vocabulary London, City of London, Cornwall, Devon, Essex, Greater London, Kent, Suffolk, Norfolk, Oxfordshire, Surrey, West Sussex, Wiltshire, Worcestershire, London, Birmingham, Manchester, Glasgow, Newcastle,	Key Vocabulary Northern hemisphere, southern hemisphere, Tropic of Cancer, Tropic of Capricorn, South America, Brazil, Columbia, Argentina, Peru, Venezuela, Chile, Equador, Bolivia, Buenos Aires, Caracas, Lima,	Key Vocabulary Northern hemisphere, southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Artic circle, Antarctic circle,

		counties, mountains, hills, valleys, lakes, rivers, oceans, dams, cities, roads	Sheffield, Leeds, Bristol, Liverpool, Norwich, Southampton, Blackpool, longitude, latitude, equator	Santiago, Quito, Sucre, land use, rural, urban, agricultural, change, erosion, development, renewable, hydro-electric, energy, Prime Meridian, Greenwich meridian, time zone	
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge 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		Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			
*To know what human and physical features mean *To identify some human and physical features of the UK *To know and use locational language	*Recap on the meaning of human and physical features *Contrast Gravesend and Ghana *Climate, land use, areas of population,	Caesar's Army *Recap on the meaning of human and physical features *To compare climate of Italy and UK *Identify similarities and differences	Vicious Vikings * Recap on the meaning of human and physical features * To compare climate of UK and Iceland	New book – Ride the Wind * Recap on the meaning of human and physical features * To identify key physical and human features of Chile	Floodland * Recap on the meaning of human and physical features * To study the physical geography of East Anglia

e.g., classroom, school, Silver Road, Gravesend, Kent, South East, England	mountain ranges and rivers	between the two places; mountain ranges, rivers and coastlines.	* Comparison of land use in the UK and Iceland * Human geography - population, exports, tourism, use of hydro-electric power, geothermal water reserves etc.	(climate, land use, mountain ranges, rivers etc) * Make comparisons between Chile and the UK (e.g. populations around capital cities)	* To consider areas of the UK that would be most and least likely to flood (in the context of the novel) * To make links and comparisons with locality of Gravesend in relation to water.
Key Vocabulary classroom, school, Silver Road, Gravesend, Kent, South East, England, human, physical	Key Vocabulary Climate, land, use, population, mountain ranges, rivers	Key Vocabulary Compare, contrast, similarities, differences, human, physical, mountain ranges, rivers, coastline	Key Vocabulary Compare, contrast, similarities, differences, human, physical, population, export, tourism,	Key Vocabulary Compare, contrast, similarities, differences, human, physical, population, export, tourism, climate, weather, temperature, humidity, rainfall, precipitation	Key Vocabulary Compare, contrast, similarities, differences, human, physical, population, export, tourism, climate, weather, temperature, humidity, rainfall, precipitation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Identify seasonal and daily weather patterns in the United Kingdom and the location of		Human and Physical describe and understand key aspects of: Physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			

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		Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			
* To know that there are seasonal and daily weather patterns in the UK. *To know and locate countries that are hot and cold. (Focus on the Arctic) *To know how to describe features of a place, such as city, beach, mountains and lakes.	*To know where there are mountains, lakes and hills in the UK. *To know the difference between a village, town and city. *To know the difference between living on a farm and living in a town.	Exploring the World * To know where mountains, volcanoes are located and where earthquakes occur. * To understand how volcanoes are formed and why earthquakes occur. * To know the effects of earthquakes and volcanoes on humans and the land. * To know types of extreme weather phenomena (hurricanes,	Amazon Adventure * Identify how land is used in Amazon rainforest * Identify how trade is conducted * Identify which resources are extracted from the rainforest * To understand the impact of deforestation on the economy and environment.	Raging Rivers * To know where the River Darent originates, travels and terminates. * To know how the river has shaped the local landscape * To understand how rivers fit into the water cycle * To understand the stages of the water cycle * NB: Link to history, study of River Thames.	Shakleton * To know the meaning of a biome * To understand meaning of vegetation belt * To understand the following biomes: aquatic, desert, forest, grassland, rainforest, tundra * Identify where in the world different biomes and vegetation belts are found * To make links with prior learning about equator, tropics etc.

		tornadoes, floods, drought) * To know where extreme weathers are likely to occur and understand effect on humans and the land. Reduce, Reuse, Recycle * To know about different types of settlement and land use in the UK and The Gambia * To know about different climate zones of the UK and the Gambia		* Field trip to River Darent for rivers study.	
Key Vocabulary beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Key Vocabulary city, town, village, factory, farm, house, office, port, harbour and shop	Key Vocabulary Urban, region, Europe, country, county, economy, trade, energy Landscape, hills mountains (and names), coast, rural, climate, deposition, earthquake, volcano,	Key Vocabulary Urban, region, Europe, country, county, economy, trade, energy Landscape, hills mountains (and names), coast, rural, climate, deposition, earthquake, volcano,	Key Vocabulary Trade, deforestation, economy, tributary, confluence, meander, oxbow, estuary, source, mouth, climate,	Key Vocabulary Climate zone, climate, temperature, tropical rainforest, desert, tundra, savannah, grasslands, biomes, vegetation belt,

		water cycle, epicentre, aftershock, tectonic plate, magnitude, Richter scale, main shock, seismic wave, magma chamber, lava, crater, ash cloud, active, dormant, extinct, eruption, Ring of Fire, pyroclastic flow, humidity, land use, farming, settlements, towns, cities	water cycle, economic activity, trade links, natural resources, energy, renewable, non-renewable		
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography skills and fieldwork 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		Geography skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			

right], to describe the location of features and routes on a map 2 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.					
*To know simple compass directions (North and South). *To know how to locate and direct using the correct language (North, South, left, right, near, far).	*To know the 4-point compass directions. *To know the importance of accuracy in mapping/ the usefulness of a key. *To know how to use a map, atlas or globe to find out locational information.	Location, location, location * To know where North is found on an OS Map * To know how to locate a place using a 4-figure grid reference * To know the most common symbols in a key (road, motorway, church, school, railway) * Explore digital mapping	Amazon Adventure / Vicious Vikings * To use 8 points of the compass to give locations/directions * To use digital mapping to investigate areas of deforestation, make comparisons with the UK etc.	Raging Rivers * Measure speed of River Darent at different points * Measure depth of River Darent at different points * Identify physical features typical to a riverbank. * To use 4-figure grid references, symbols and key with ordnance survey map (area surrounding	Shakleton * Use 6-figure grid references, symbols and key with maps * Continued use of digital mapping to support learning.

		* Consider advantages and disadvantages of paper/digital maps * Create simple sketch maps of familiar locations e.g. classroom, playground. Caeser's Army * Use maps, globes and atlases to locate modern day names of countries in the Roman Empire.		River Darent/Thames) * Continued use of digital mapping to support learning. * Sketch a section of the River Darent and its surrounding area including human and physical features, including key.	
Key Vocabulary compass, direction, North, South, near, far, left, right, journey, the UK,	Key Vocabulary	Key Vocabulary Symbols, reference, map, scale, compass points (NW, SW etc), region, environmental	Key Vocabulary Symbols, reference, map, scale, compass points (NW, SW etc), region, environmental	Key Vocabulary Observe, measure, Ordnance Survey, map, scale, 4-figure grid reference, contours, symbols	Key Vocabulary Observe, measure, Ordnance Survey, map, scale, 6-figure grid reference, contours, symbols
The Key Three!					
Know there 4 capitals cities in the UK.	Know the name of the 5 continents and 5 oceans	Locate the main countries of Europe	Know the position of latitude and longitude and the Equator.	Locate and label countries and key cities in South America	Identify the position and significance of the Arctic and Antarctic circles

To know simple compass directions (North and South).	To know the 4-point compass directions	To know how to locate a place using a 4-figure grid	To use 8 points of the compass to give locations/direction	To use 4-figure grid references, symbols and key with ordnance survey map	Use 6-figure grid references, symbols and key with maps
To describe features of a place, such as city, beach, mountains and lakes	To describe features of a place, such as city, beach, mountains and lakes	To describe key features of mountains, volcanoes are located and where earthquakes occur. (Physical)	To describe the impact of deforestation on the economy and environment.	To describe the stages of the water cycle	To describe the following biomes: aquatic, desert, forest, grassland, rainforest, tundra