



## Geography Long Term Progression Plan

### **EYFS Understanding the World People Culture and Communities**

EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **Early Learning Goals**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- 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;
- 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.

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**Skills: Development matters information broken down into sections to show progression into KS1**

<u>Locational knowledge</u>	<u>Place knowledge</u>	<u>Human and physical geography</u>	<u>Geographical skills and fieldwork</u>
<p>Name and locate areas around the school setting and the grounds</p> <p>Discuss their immediate environment using knowledge from observation, discussion and maps.</p> <p>Talk about and describe people and places in the local area. Talk about similarities and differences between places, e.g. the school playground and the town park. Talk about different ways to travel, e.g. on foot, by car, train, bus etc.</p> <p>Make a display with the children, showing all the people who make up the community of the setting. • Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p>	<p>Know some similarities and differences between contrasting environments in this country.</p> <p>Recognise some similarities and differences between contrasting environments in our country and other countries drawing on knowledge from stories, non-fiction texts and where appropriate, maps.</p> <p>Show the location of England, West Sussex and Horsham on a large floor map.</p>	<p>Recognise main types of weather</p> <p>Know the four seasons and the different weather associated with them.</p> <p>Observe seasonal changes linked to weather changes.</p> <p>Look at clothing linked to the weather.</p> <p>Complete a weather chart together and look at basic symbols.</p>	<p>Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. supermarket, local church, library</p> <p>Use simple maps when appropriate. Recognise water as blue and land as green on maps. Devise simple maps and plans. Create maps of imaginary and real places using a range of media.</p> <p>Use physical resources e.g. small world items or large crates outside to make simple representations of areas/places they know.</p> <p>Use simple maps and photographs: locate the school on google earth and recognise features in the school grounds. Recall and match photographs of key features. Use maps and photographs to recognise features.</p>



Topic specific vocabulary (please use within knowledge organisers) Build on vocabulary from previous term		
<b>Autumn</b> Weather Season Spring Summer Autumn Winter Rain Wind Snow Sun Cloud Storm Hot Cold Countries same different world Earth Natural World nature country place school house garden church road, map, school, building, path, Trafalgar School, Horsham	<b>Spring</b> map	<b>Summer</b>

Topics		
<u><b>Autumn:</b></u> All about me	<u><b>Spring:</b></u> Superheroes	<u><b>Summer:</b></u> Down on the Farm
<p>Understand the effect of changing seasons on the natural world around them</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Explore their immediate environment. Describe the school environment.  Trafalgar Day Link: We are called Trafalgar School and we are on Victory Road.</p>	<p>Understand the effect of changing seasons on the natural world around them</p> <p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Compare environments/countries and provide explanations</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Understand some important processes and changes in the natural world around them including the seasons. ( science link)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>
<b>Knowledge</b>		



## Geography Long term progression plan reviewed Summer 25

<p><b>Knowledge</b></p> <p><b>Children will know:</b></p> <p>That autumn and winter is a season where they might see changes happening to trees, plants and the environment around them.</p> <p>That the weather during autumn/winter can be different to the weather in the summer.</p> <p>That there are different countries in the world.</p> <p>That landscapes in different countries do not all look the same.</p> <p>Some special places in their local area</p> <p>That they travel to school in different ways.</p> <p>Maps can show us the different features in an area</p> <p>The layout of their classroom and the school.</p> <p>How to move around the school and find different areas eg lunchtime toilets, hall, way back to classroom after play.</p> <p>That we are Trafalgar School, we are on Victory Road (link to Trafalgar Day).</p> <p><b>Fieldwork</b></p> <p><b>Children will</b></p> <p>Use physical resources to make simple representations of areas/places they know.</p> <p>Visit different parts of the local community</p> <p>Use simple maps and photographs to locate the school</p>	<p><b>Children will know:</b></p> <p>That winter and spring is a season where they might see changes happening to trees, plants and the environment around them.</p> <p>That the weather during spring can be different to the weather in the winter.</p> <p>That they can find out information about a place by looking at a map.</p> <p>Some similarities and differences between how people live in the UK and in other countries eg traditions of people around the world at Easter.</p> <p>That different countries look different when we look at them on maps eg simple atlas, Google earth etc.</p>	<p><b>Children will know:</b></p> <p>That summer is a season where they might see changes happening to trees, plants and the environment around them.</p> <p>That the weather during summer can be different to the weather in the spring.</p> <p>That they can describe their immediate environment using knowledge sourced from a range of resources including maps and stories.</p> <p>That life in the UK and other countries has similarities and differences.</p> <p>That they can use a range of resources such as stories, maps, photos to explain these.</p>
<p><b>Assessment</b></p> <p><b>During each lesson</b> teachers will... gather pupil voice and make observations recorded on Evidence Me.</p> <p><b>At the end of each unit</b> teachers will assess pupil's knowledge at the end of each unit to decide if children are on track to meet ELG.</p>		

**\*\* ongoing throughout the year:** Understand the effect of changing seasons on the natural world around them



<p>Guide children's understanding by draw children's attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play.</p>		
<p>Development matters 3-4</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</p>	<p>Dev matters reception</p> <p>Draw information from a simple map.</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>	<p><b>Dev Matters reception</b></p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>
<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Provide interesting natural environments for children to explore freely outdoors.</p>	<p>Development matters in reception</p> <p>Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p>	<p>Development matters in reception (science link)</p> <p>Explore the natural world around them. Provide children with have frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After</p>



		close observation, draw pictures of the natural world, including animals and plants.
	<p>Development matters in reception</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Teach children about a range of contrasting environments within both their local and national region. Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play</p>	



### **Purpose of study**

A high-quality geography education 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. Teaching should equip pupils 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. As pupils progress, their growing knowledge about the world should 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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **Aims**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length



### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

### **Subject content**

#### **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.

Pupils should be taught to:

#### **Locational knowledge**

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

#### **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

#### **Human and physical geography**

- 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
- 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



Geography Long Term Progression Plan

**Geographical 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 right], to describe the location of features and routes on a map
- 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

Year 1			
National curriculum objectives that Year 1 cover			
<b>Locational Knowledge</b> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	<b>Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	<b>Human and Physical Geography</b> Identify seasonal and daily weather patterns in the United Kingdom. (Science link to seasons)  Use basic geographical vocabulary to refer to: Key physical features including: beach, cliff, coast, forest, sea, ocean, season, weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop	<b>Geographical Skills and Fieldwork</b> Use World maps, atlases and globes to identify the United Kingdom and its countries.  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.  Use simple fieldwork and observation skills to study the geography of their school and its grounds and the key



				human and physical features of its surroundings.	
Topics					
<u>Autumn 1:</u> All Aboard (Pirates and sailors) Lord Nelson	<u>Autumn 2:</u> Christmas  Our School Where We Live	<u>Spring 1:</u> Brilliant Bodies	<u>Spring 2:</u> Dinosaurs	<u>Summer 1:</u> Fur and Feathers	<u>Summer 2:</u> Fur and Feathers
National Curriculum: **human and physical geography- seasonal and daily weather patterns ongoing through each term **					
<b>MAIN HISTORY FOCUS</b>  <b>Short geography focus</b> <b>Linked to Trafalgar Day (October)</b> <b>Geographical skills and fieldwork</b> Use aerial photographs to recognise basic human and physical features. Children will use maps of the local area to locate roads linked to the history of Trafalgar Day.  Use simple fieldwork and observational skills. Children will discuss their routes to school and which roads linked to Trafalgar Day they use.	<b>Geographical skills and fieldwork</b> Use simple fieldwork and observation skills to study the geography of their school and its grounds and the key human and physical features of its surroundings.  Begin to use geographical skills, including first hand observation, to enhance their locational awareness.  Pupils should be taught to 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.	<b>HISTORY FOCUS</b>	<b>HISTORY FOCUS</b>	<b>Locational knowledge</b> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  <b>Geographical skills and fieldwork</b> Pupils should be taught to use World maps, atlases and globes to identify the United Kingdom and its countries.  <b>Human and physical geography</b> Identify seasonal and daily weather patterns in the United Kingdom. (Science link to seasons)	<b>Human and physical geography</b> Use basic geographical vocabulary to refer to: Key physical features including: beach, cliff, coast, forest, sea, ocean, season, weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop  Mountains, rivers and coasts  Villages, towns and cities (Children will know the main differences between city, town and village).



Geography Long term progression plan reviewed Summer 25

<p>To study key human and physical features of their surrounding environment. Children might mention features on their journey to school.</p>	<p><b>Locational knowledge</b> Pupils will develop knowledge about their locality.</p> <p><b>Place knowledge</b> Human and physical geography of the school/grounds/surrounding area.</p> <p><b>Human and physical geography</b> They should understand basic subject-specific vocabulary relating to human and physical geography.</p>				
<p><b>Knowledge: Weather observations linked to each season, recording of the weather, temperature, rain fall and identifying seasonal and daily weather patterns is ongoing each through each term.</b></p>					



<p><b>Children will know:</b> (through history link to Trafalgar Day)</p> <p>How the roads around school are linked to Lord Nelson and road names.</p> <p>That we use maps to find information.</p> <p>How to identify these on an aerial map.</p> <ul style="list-style-type: none"> <li>-Trafalgar Road</li> <li>-Victory Road</li> <li>-Spencer Road</li> <li>-Hamilton Road</li> <li>-</li> </ul>	<p><b>Children will know:</b></p> <p>That a human feature is human made or 'built'.</p> <p>That a physical feature is geographical and is natural and non-built.</p> <p>Features that are local and not local to them.</p> <p>What an aerial/ Birdseye view is and what it looks like.</p> <p>Some human and physical features within the school grounds.</p> <p>some human and physical features of the school's surroundings.</p> <p>That they can use a map to find out information including:</p> <p>Where the school is on a map of the area.</p> <p>How to get to the church from the school.</p>	<p><b>Main history focus</b></p>	<p><b>Main history focus</b></p>	<p><b>Children will know:</b></p> <p>The names of the four countries that make up the UK and name the three main seas that surround the UK.</p> <p>To know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.</p> <p>How to locate the United Kingdom on a world map/ atlas.</p> <p>Which is the hottest and coldest season in the UK.</p> <p>The flags of the countries that make up the UK and the Union Jack flag.</p>	<p><b>Children will know:</b></p> <p>The name of different physical and human features.</p> <p>Explain some of the advantages and disadvantages of living in a city or village.</p> <p>How to draw an imaginary map with a key and include features such as river, coastline, cliff, mountain, forest, beach, sea.</p>
<p><b>Geographical skills:</b></p>					
<p><b>Autumn:</b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>		<p><b>Spring</b></p>		<p><b>Summer</b></p> <p>Use world maps, atlases and globes.</p> <p>Use simple compass directions to describe the location of features and routes on a map.</p>	



				Use simple fieldwork and observational skills to study the geography of their school and its grounds.	
Suggested fieldwork:					
Autumn Classroom views School grounds (inside and outside school building) Walk to church to see year 2 performance Walk to Horsham Park		Spring Fieldwork in school grounds potential walk to Horsham centre or Horsham Park		Summer Fieldwork in school grounds School trip ( British Wildlife centre)	
Topic specific Vocabulary (please use within knowledge organisers)					
road, map, school, building, path	map, physical features, human features, built, non-built, natural, local, landmark, houses, shops, road, pavement, church, school, car park, aerial view, map, near, far, left, right			Country, England, Northern Ireland, Scotland, Wales, United Kingdom, capital city, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel, Atlantic Ocean, ocean, sea, channel, North, South, East, West	Town, village, city
Progression of skills:					
Map work (local area)  To draw maps of imaginary or local places using pictures/ photographs.		Map work (United Kingdom)  To begin to look at globes and atlases and identify the shape of the united Kingdom.			





To use own symbols on imaginary map.



To follow a simple picture map.

### Assessment

**During each lesson** teachers should '**review**' previous lesson including **time concepts**, **vocabulary** and **knowledge** (through pair share/ class discussion/ matching activities at tables etc.).

**At the end of each unit**, teachers will assess knowledge by providing children with an assessment opportunity e.g. quizzes, true/ false statements, open ended task, blanked out knowledge organiser, matching activities, odd one out. **Teachers will make note** of children who are still working towards the end goal of 'children will know' (on assessment document).

Teachers will assess children's skills through recording pupil voice e.g. when talking about an imaginary map they have drawn. " I know how to get to the park. I go past the tree and then go down to the river. I cross the bridge and walk up the hill. Then I am at the park."

" I looked on the map of the school and found my classroom. If I walk down the corridor I can get to the cloakroom." This can be stuck in the children's topic book.



Year 2					
National Curriculum Objectives that Year 2 cover					
<b>Locational Knowledge</b> Pupils should be taught to name and locate the world's seven continents and five oceans	<b>Place Knowledge</b> To 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	<b>Human and Physical Geography</b> Children should 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.  Identify seasonal and daily weather patterns in the United Kingdom.		<b>Geographical Skills and Fieldwork</b> To 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 [for example, near and far; left and right], to describe the location of features and routes on a map.	
Topics					
<u>Autumn 1:</u> Space	<u>Autumn 2:</u> Space Map Work/ World knowledge	<u>Spring 1:</u> Fire & Ice The Great Fire of London	<u>Spring 2:</u> Fire & Ice Canada	<u>Summer 1:</u> (SATS)	<u>Summer 2:</u> Weather China
National Curriculum Objectives: Identify seasonal and daily weather patterns in the United Kingdom. Week of weather observations and recording the weather, temperature and rainfall for a week. <b>**human and physical geography- seasonal and daily weather patterns ongoing through each term **</b>					
<b>History Focus: Flight</b>  Short geography focus linked to Amy Johnson, Wright Brothers and Trafalgar Day (October)	<b>Geography focus</b>  Locational knowledge: Name and locate the world's seven continents and five oceans.  Human and physical geography:	<b>History Focus: Great fire of London</b>	<b>Geography focus</b> Place knowledge: Understand geographical similarities and differences of a small area of the United Kingdom and of a small area in a contrasting non-European country.	<b>History focus: Castles</b>	<b>Geography focus</b> Link to trip to Arundel castle.  Weather  Human and physical geography Study seasonal and daily weather patterns.



<p><b>Locational knowledge:</b> To name and locate some of the world's seven continents and five oceans.</p> <p><b>Geographical skills and fieldwork:</b> Use world maps, atlases and globes to identify countries.</p>	<p>Use basic geographical vocabulary to refer to key physical features and key human features.</p> <p><b>Geographical skills and fieldwork:</b> use ariel photographs and plan perspectives (simplified picture of an ariel view) to recognise landmarks and basic human and physical features.</p> <p>Use simple compass directions North, South, East and West and locational and directional language: near/far/left/right To describe the location of features and routes on a map.</p> <p>Christmas Google maps - language - aerial maps</p>		<p><b>Human and physical geography:</b> Study the human and physical geography of a small area of the UK and of a small area in a contrasting non European country.</p> <p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>		<p>Use weather symbols</p> <p><b>Geographical skills and fieldwork:</b> Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Use fieldwork and observational skills to study the geography of the school and its grounds including key physical and human features of the surrounding environment.</p>
<p><b>Knowledge: Weather observations linked to each season, recording of the weather, temperature, rain fall and identifying seasonal and daily weather patterns is ongoing each through each term.</b></p>					




<p><b>Children will know:</b> How to use an atlas, map, globe to locate different continents, countries and oceans.</p> <p>That England is in Europe. (Amy Johnson work)</p> <p>That Australia is in Australasia/Oceania. Where Asia is.</p> <p>That America is in North America (Wright brothers work)</p> <p>Where the Battle of Trafalgar took place (off Cape Trafalgar Spain) and the associated ocean (Atlantic)</p>	<p><b>Children will know:</b> The names and locations of the world's seven continents.</p> <p>The names and locations of the world's five oceans.</p> <p>How to use geographical vocabulary accurately to describe human and physical features.</p> <p>How to locate human and physical features on a range of maps.</p> <p>How to find and identify some key landmarks from different continents and how to identify them on a map.</p> <p>How to find and identify some key landmarks and human and physical features in England.</p> <p>How to find and identify some key human and physical features and</p>	<p><b>History topic</b></p>	<p><b>Children will know:</b> What is similar and what is different between a small area of the United Kingdom (Horsham), and a small area of a contrasting country outside of Europe (Inuvik, Canada) (revisit) Human and physical features of Horsham and school locality.</p> <p>Human and physical features of an inuit area of Canada and compare it to features in Horsham.</p> <p>Art link-Ted Harrison</p> <p>Where the equator is.</p> <p>Where some hot and cold areas are in the world in relation to the equator and North and South Poles.</p>	<p><b>History topic</b></p>	<p><b>Children will know:</b> What the main weather symbols look like and use them to describe seasonal and daily weather patterns.</p> <p>Human and physical features of the school and its surrounding environment.</p>
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Geography Long term progression plan reviewed Summer 25

	landmarks from Horsham on a map. Eg-park, pavillions, church.  How to use simple compass directions.				
Geographical Skills					
<b>Autumn:</b> Use world maps, atlases and globes to identify the continents and oceans. Use simple compass directions (North, South, East and West) Use aerial photographs and plan perspectives of a range of localities to support identification of landmarks and human and physical features.		<b>Spring:</b> Use world maps, atlases and globes to identify the equator and some hot and cold places.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of a small area of Canada and the area of Horsham including the school.		<b>Summer:</b> Use world maps, atlases and globes (including (Google Earth), to identify the continent.  Use maps to locate Arundel and Horsham.	
Suggested fieldwork					
<b>Autumn</b> Link to walk to the Church for Christmas carols		<b>Summer</b> Link to town walk		<b>Summer</b> Link to trip to Arundel Castle	
Topic specific vocabulary (please use within knowledge organisers)					
Continents, Asia, Africa, North America, South America, Antarctica, Europe, Australia (also known as Oceania/Australasia) Oceans, Arctic, Southern, Indian, Atlantic, Pacific Physical feature, human feature, landmark  Compass, North, South, East, West		Equator, hot place, cold place		Planet, continent, country, capital city, landmark, population, city, location, pollution Compare, contrast, region	



Progression of Skills					
<p>Map Work:</p> <ul style="list-style-type: none"> <li>- Birds Eye View / Ariel Photos</li> <li>- Using whole class symbols on a key</li> </ul> 			<p>Map work - Wider World</p> <ul style="list-style-type: none"> <li>- Google Earth/ Ariel Photos</li> <li>- Google maps</li> <li>- Globe</li> <li>- Atlas</li> </ul>		
<p><b>Assessment:</b></p> <p><b>During each lesson</b> teachers should 'review' previous lesson including <b>time concepts</b>, <b>vocabulary</b> and <b>knowledge</b> (through pair share/ class discussion/ matching activities at tables etc.).</p> <p><b>At the end of each unit</b>, teachers will assess knowledge by providing children with an assessment opportunity e.g. quizzes, true/ false statements, open ended task, blanked out knowledge organiser, matching activities, odd one out. <b>Teachers will make note</b> of children who are still working towards the end goal of 'children will know' (on assessment document).</p> <p>Teachers will assess children's skills through recording pupil voice e.g. "I used the map to find the continent of North America. I looked at the oceans around it and then put them on my own map" This can be stuck in the children's topic book.</p>					

## 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.



Pupils should be taught to:

### **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)

### **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 in North or South America

### **Human and physical geography**

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - 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

### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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



Topics taught at Greenway Junior School:

Year 3	Year 4	Year 5	Year 6
United Kingdom study Map and fieldwork skills Revisit UK study- including Human and physical features OS maps and scale	Rivers Latitude and Longitude Water cycle Map skills Environmental regions of Europe, Russia, North and South America	World countries-Biomes and vegetation belts 4 and 6 figure grid references OS maps and fieldwork	Comparison study UK, Europe, North or South America Physical processes:Earthquakes, mountains and volcanoes Settlements and relationships

Vocabulary progression			
	EYFS	Year 1	Year 2
Locational knowledge	Environment, place, home, world, town, local area, earth, journey Horsham, West Sussex, England	Include EYFS vocabulary and also:  England; London, Scotland; Edinburgh, Wales; Cardiff, Northern Ireland; Belfast, globe, atlas, map, forest, hill, mountain, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, recycling.	Include EYFS and Year 1 words and also: Continents Asia, Africa North America, South America, Antarctica, Europe, Australasia (Oceania) Oceans Arctic Ocean Southern Ocean Indian Ocean Atlantic Ocean Pacific Ocean
Place knowledge			



Geography Long term progression plan reviewed Summer 25

Human and physical geography	Weather Season Spring Summer Autumn Winter Rain Wind Snow Sun Cloud Storm Hot Cold Field Forest Hill Ocean River Soil School House Garden City Town Village Farm Shop	Human geography Physical geography Vegetation Temperature Hail Fog thunder Lightning Mist Beach Cliff Coast Mountain Sea Valley Factory Office Port Harbour Transport	Feature location Hot area Cold area Equator North Pole South Pole Residential Economic activity Public services Open space Breeze Gale Rain gauge
Geographical skills and fieldwork	Map Globe Near Far Left Right Under Over Next to Between Middle On top of Through Same Behind In front of Near to Far from Close to Between	Compass North South East West Route Fieldwork Categorise Classify Symbol Key Atlas Globe Map	Atlas Aerial photograph Plan perspective Landmarks



