Geography Skills, Knowledge and Progression Plan

Golden Nuggets of Knowledge

EYFS

EYFS: Understanding the World- People, Culture and Communities

Understanding the World provides a powerful, meaningful context for each child to make sense of their expanding world and their place within it. This is nurtured through a balance of high-quality continuous provision that supports child led learning with focused adult led learning opportunities running alongside.

Beginning with the child we provide opportunities for children to talk about and explore the culture and community of themselves and others. The children will compare the lives of people in their immediate environment, comparing the similarities and differences between religious cultures and communities in this country and contrasting countries.

Using stories, first hand experiences and high quality, purposeful provision in a language rich environment, the children will be active participants in their learning. Whole class discussions are vital in allowing the children to share, make sense of and clarify their understanding through reasoning and consolidation of newly taught language.

By the end of EYFS, our children 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.

In EYFS - additional learning opportunities may be encountered due to the interest and curiosity of individual learners.

	Autumn 1	Spring 1	Summer 1
Key Concepts			
Nursery	• Identify typical weather in Autumn. • Talk about differences and similarities between themselves and people in their local community. • Know that they live on Earth. • Know the name of the town our school is in.	• Identify typical weather in Winter/Spring.	• Identify typical weather in Summer. • Know about hot and cold places in our world. • Know that vegetables are grown in the ground. • Know that fruits grow on trees and plants.

	• Be aware of different homes within the community.		
Reception	• Identify typical weather in autumn and make observations about changes they see. • Know that they live in Great Yarmouth, England. • Know the name of our school. • Draw a simple map of their journey to school. • Know how people celebrate Christmas and talk about their own experience. • Name some other countries that they might already know from experience.	• Identify typical weather in Winter/Spring and make observations about the changes that they see. • Know that different vegetables are grown all around the world and need different climates to grow.	• Identify typical weather in Summer and make observations about changes they see. • Compare animals that live in other contrasting countries.

KS1			
	Local Area Study	**Continents and country specific study**	**Biomes**
Year 1	**What do I know about where I live?**	**Why is there always ice and snow in Antarctica?**	**Why are our oceans important?**
Key Concepts			
Critical Knowledge	• Explain that geography is the study of our world. • Explain that a human feature has been added by humans while a physical feature is natural. • Can give 3 examples of human and 3 examples of physical features in Gorleston. • Recall the 4 countries of the UK from memory.	• Name the 7 continents of the world (can be through song and does not have to be written). • Know that Antarctica is one of the 7 continents and point to this on a map. • Explain the weather is the day to day condition while climate is the conditions over time. • Can draw the equator on a map and understand that it is an invisible line (no a physical one).	• Know that an ocean is a large body of salt water and know that seas are smaller than oceans. • Explain that oceans cover most of the Earth (70%). • Name the 7 oceans (can be through song and does not have to be written). • Recall the 7 continents and point to these on a map with growing confidence (starting to be able to do this in a written task).

	• Match the capital cities and flags of the UK with its country with support from an atlas. • Place the countries of the UK on a map - England from memory and the rest with support.	• Explain that areas close to the equator are hot and those far from the equator are cold. • Explain that the climate of Antarctica is cold because it is far away from the equator. • Explain how the climate in Antarctica effects the things that grow and live there (such as not many people live there because it is too cold, not many things grow etc). • Look at some pictures of some animals from Antarctica and talk about how they are built to survive in Antarctica.	• Describe the location of the continents (South America is underneath North America, may begging to use North, South, East and West). • Know that the ocean is made up of layers and begin to name some of these (sunlight, twilight, midnight, abyss, trench). • Name 4 habitats found in the ocean (coral reef, oyster reef, kelp forest and open ocean). • Name some of the animals that live in these different habitats. • Give reasons as to why the oceans are important (habitat to animals, oxygen, food, medicine, weather, transportation).
Year 2	**What can maps tell us about our local area?**	**How does the UK compare to Mexico?**	**What are the key features of tropical savannah biomes?**
Key Concepts			
Critical Knowledge	• Recap - Name the countries and capital cities of the UK. • Draw a simple sketch map of a familiar location • Know what an OS symbol is and name some key symbols. • Name the 4 points of a compass and use this to describe location. • Can present findings from fieldwork using sketch maps with OS symbols and a key. • Begin to use maps and aerial images to explore land use in the local area.	• Locate Mexico on a world map and know it is in North America. • Name some of the main regions and cities in Mexico including the capital city. • Know the difference between weather and climate (retrieval practice). • Recall what is meant by human and physical geography (retrieval practice). • Mexico has an extremely varied landscape including desters, mountains and jungles. • Explore some of the key features of culture in Mexico such as festivals, language, food, sports, music and dance.	• Know what a biome is and I can explain how different biomes come to exist. • Name some of the key biomes using a map for support. • Locate tropical savannas found around the world. • Describe the landscape of tropical savannas. • List some physical features of tropical savannas. • Explain how tropical savanna locations impact its climate.

		• Compare and contrast Mexico and the UK considering climate, physical and human geography. • Consider how life may be different for children growing up in Mexico.	• Know that tropical savanna do not follow the same season pattern as the UK. • Know what a wet and dry season is and how this affects tropical savannas throughout the year. • Explore how wet and dry seasons affect vegetation. • Explain how physical features such as climate affect wildlife and humans. • Investigate how life may be different for people living within the tropical savanna biome. • Compare and contrast two tropical savannas (Africa vs South America). • Consider how population, vegetation, climate and wildlife compare in these places.
KS2			
Year 3	**How does Norwich compare to Gorleston?**	**How has Rome changed since the roman period?**	**What is the difference between a mountain and a volcano?**
Key Concepts			
Critical Knowledge	• Name regions of the UK and the counties of Norfolk. • Explain what tourism is. • Explain how and why Great Yarmouth has changed over time. • Conduct a basic survey and present findings in an age appropriate way. • Create a sketch map of a local area with increasing detail.	• Name countries and some key capital cities within Southern Europe. • Describe Italy's location in the world. • Give a definition of a peninsula and explain how Italy is one. • I know what is meant by physical and human geography (recap) • I can use a physical map to identify Italy's mountain ranges and rivers.	• Know what a mountain is and explain how a mountain range is formed. • Name different types of mountain and explain their differences. • Name a location of key mountain ranges in the world. • Recall key biomes and put these on a map (recap). • Explain what elevation is are and how this causes different biomes.

	• Debate whether adding further human features to Great Yarmouth is a positive or negative thing.	• To know that Mount Vesuvius erupted in 79CE. • Know that Pompeii and Mount Vesuvius is now a popular tourist destination and the impact this has on Italy. • Name and locate some of the most famous landmarks in Italy. • Discuss how Italy's history can still be seen in the present through landmarks. • Know how Rome/The Roman Empire was formed (Recap). • Compare how Rome has changed since its formation during the roman period including population, culture, landscape etc.	• Name the different biomes found at different altitudes and compare the weather conditions at different altitudes. • Identify animals and vegetation found on mountains and explore how animals and plants have adapted to survive in these different biomes. • Consider why people might live near mountains and volcanoes (tourism, rural living etc). • I know what a volcano is and can name the 2 different types of volcano (stratovolcano and shield volcano). • Explain the difference between an active, dormant and extinct volcano. • Consider why people may choose to live near Mount Vesuvius (tourism, jobs etc). • I can explore how a volcanic eruption might effect people living nearby and investigate the measures that Italy have in place to protect its residence should Mount Vesuvius erupt.
Year 4	**How has Gorleston changed over time?**	**In 2017, Scandinavia was voted as the happiest countries in the world - why is this?**	**How has climate change affected the tundra biome and the living things within it?**
Key Concepts			
Critical Knowledge	• Differentiate between a city, town and village. • Use directional language to describe key place in the UK. • To explain the difference between rural and urban areas. • To compare and contract localities. •	• Name and locate countries and capital cities within Northern Europe in Scandinavia. • Name and locate the countries that make up Scandinavia. • I can explain the difference between weather and climate (recap).	• Name and locate different biomes (recap). • Locate tundras and comment on their location. • Explain that there are 2 types of tundra - alpine and arctic (recap). • Describe the climate of the tundra (permafrost, extreme cold, high winds and low precipitation) and the landscape of a

	• To investigate how land is used. • To know how land can be used (retail, residential etc).	• I know how the equator impacts climate (recap). • Using data and statistics, I can explain why different parts of Scandinavia have different climates. • Name key physical and human features within Scandinavia. • Compare and contrast landscape and physical features throughout Scandinavia. • Explain how physical features affect the population density within Scandinavia. • Explore how human features can contribute to national identity. • Compare and contrast England to Norway (population density, climate, life expectancy education, healthcare and working systems) to investigate why people in Norway ranked as 'happier' than in England.	tundra (barren, infertile land, short growing season). • Explain what polar day and night are. • Name some animals that live in the tundra (Arctic fox, snow owl, grizzly bear and snow geese) and explore how these animals have adapted to survive in the tundra (Insulation, Plumage, Hibernate, Migrate). • Explore different types of people that live in tundras (indigenous people and modern populations) and compare and contrast these different ways of life considering adaptations that have been made for survival. • Explain what climate change is and why it is occurring. • Use photographs and statistics to investigate how climate change is changing tundras. • Explain the impact that changing tundras is having on the rest of the world. • Predict what may happen to tundras in the future.
Year 5	**Has Gorleston beach suffered from coastal erosion?**	**Why are the countries in North America so prone to natural disasters?**	**What are deserts like and how may this benefit humans?**
Key Concepts	 	  	  
Critical Knowledge	• Use 4 figure grid references to locate places on an OS Map. • Know the 8 points of a compass and use this to describe location. • Use a map and a compass to navigate. • Identify different coastal features. • Know what coastal erosion is and	• Know that North America is not just the United States of America. • Name and locate the main regions and countries in North America. • Begin to compare and contrast North American regions and countries based on population density, climate, landscape etc.	• Name the key lines of latitude and know what lines of longitude are. • Use coordinates to locate key locations. • Name and locate key biomes around the world (recap). • Know what makes a place classified as a desert and name the different types of

	investigate how this has impacted Gorleston's coastline.	• I can explain what a hurricane is and explain why these are more likely to occur in North America. • I can explain what a drought is and explain why these are more likely to occur in North America. • I can use case studies to investigate the impact that natural disasters have on people living in North America.	desert, using a map to discuss why there are different types of deserts. • Name and locate famous deserts around the world. • Identify key features within deserts (plateaus, canyons, sand dunes, oasis', salt pans and blowouts) within the context of death valley. • Use statistics to explore the climate of death valley compared to the UK. • I can name different plants and animals that you may find in the desert and consider how they survive in the desert. • Know that Native Amercians made the desert their home for thousands of years before other settlers arrived. • Name key places that have built in deserts (Las Vegas, Dubai, Palm Springs etc). • Investigate how humans counteract the challenges of building in the desert. • Consider how humans are negatively impacting deserts (agriculture, energy production, mining, settlement and tourism). • Know what desertification is and what is causing this (climate change, deforestation, overgrazing, population growth).
Year 6	**What makes Wroxham a thriving tourist destination?**	**How does life differ in and around South America?**	**Should rainforests receive more protection for deforestation?**
Key Concepts	  	  	  

Critical Knowledge	• Use 6 figure grid references to locate places on an OS Map. • Know what topography is, linking this to topographical features within the UK. • Name and locate key rivers around the UK. • Explain how a river reaches the sea. • Know how The Broads have impacted industry and tourism. • Explain what pollution is and how this impacts rivers. • Explain the possible dangers of living near a river.	• Name countries in South America and some key capital cities. • Identify some of the key physical features found within South America. • Compare and contrast 3 different landscapes within Brazil: the Amazon Basin, the Pantanal and the Brazilian Highlands (focusing on landscape, climate, wildlife and population within these places). • Know that urbanisation is the process of people moving from rural to urban places and list some of the push and pull factors behind this. • I know that rural populations in Brazil have decreased overtime while its urban population continues to rise. • Urbanisation has had both positive (economic growth, better life opportunities, more jobs etc)and negative (pollution, inadequate housing, overcrowding etc) effects on Brazil. • Compare and contrast a wealthy region with a deprived area of Brazil. • Consider how Brazil could better meet the needs of its populations. • Investigate how poverty, crime, education, housing, environmental problems are impacting the population of Brazil.	• Explain how and why the world is divided into different time zones. • Identify key lines of longitude, e.g. Prime Meridian (0^0) and the International Date Line (IDL) (180^0) • Compare time zones across the world and convert times into different time zones. • Name the layers of the rainforest and comment on their location (Tropics of Cancer/Capricorn). • Name and locate key rainforests from around the world. • Use statistics to compare climate data over time, presenting findings in graphs and tables. • Give reasons for changes in climate and make predictions for the future. • Investigate how indigenous populations have developed sustainable ways of living to protect the rainforest. • Know how and why humans use the rainforest and the positive/negative impacts that this has on the rainforest. • Explain what deforestation is. • To consider what can be done to better protect the Amazon Rainforest. • To consider the implications of disappearing rainforests.

Geographical Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Techniques	Draw simple maps of walking routes to school. Draw simple maps of the immediate area around them.	Draw a simple sketch map of the local area. Use basic language to describe where they live - near, far etc.	Draw sketch maps with growing detail using OS map symbols and a key. Name and draw frequently used OS Map symbols. Name the 4 points of a compass.	Draw detailed sketch maps with growing accuracy using a wide range of OS map symbols and a key. Use maps to investigate how land is used in a town, city and village. Discuss the most appropriate techniques to learn about particular places.	Draw accurate and detailed sketch maps with OS Map Symbols and a key. Know the 8 points of a compass and use these to describe location.	Read an OS Map using 4 figure grid references. Use maps and compasses to develop orienteering skills. Name a locate lines of longitude and latitude. Use coordinates to locate places. Investigate key topographical features on death valley.	Read an OS Map using 6 figure grid references. Have a knowledge of different time zones.
 Place and Location UK Wider World	**Children will be able to name:** Our school The town where they live The country that they live in. Understand that they live on earth. Name some other countries around the world.	Name countries and capital cities of the UK. Explain where they live using geographical knowledge - Europe, UK, England etc. Name and locate the 7 continents and 5 oceans.	Describe the location of Mexico - continent, surrounding oceans, distance from the equator etc. Place biomes on a map. Locate different savannas around the world.	**Name and locate (using an atlas):** Regions of the UK. Counties that make up East Anglia. Countries and capital cities within Southern Europe Key regions and cities in Italy.	**Name and locate (using an atlas):** The most northern and southern points of the UK. Countries and capital cities that make up Scandinavia.	**Name and locate (using an atlas):** Countries and capital cities within North America.	**Can name from memory:** Countries and capital cities of the UK. Counties that make up East Anglia. 7 continents and 5 oceans. Some of the countries and capital cities that they have learnt previously. **Name and locate (using an atlas):**

				Mountains/mountain ranges in the UK and Europe. Key volcanoes around the world.			Key rivers and mountains in the UK. Countries and capital cities in South America. Rainforests around the world.
 Climate Biomes Other Processes		Know the difference between a physical and human feature. Know that weather is the day to day conditions of a place and climate is over a long period of time. Explain how the equator affects climate in basic terms - far = cold, near = hot etc. Identify basic coastal features.	Explain how climate affects vegetation - heat, wet seasons etc. Give a basic definition of a biome. Name key biomes and their basic features.	Explain what a landlocked country and a peninsula are and identify these countries. What a mountain range is and how they are formed. Know why different biomes can exist within a mountain range and how this affect vegetation and wildlife. Know the difference between a mountain and volcano. Name different types of volcano.	Know that the equator splits the world into the Northern and Southern Hemisphere. Explain some of the key differences between the Northern and Southern Hemispheres. Understand why different parts of Scandinavia have different climates. Name some of the key physical features of Scandinavia such as fjords, mountains, low ground etc. Give a more advanced definition of a biome and name key biomes. Explain the difference between	Explain what coastal erosion is and how this occurs. Use knowledge of lines of longitude and latitude to explain how climate can vary from place to place. Understand how hurricanes, tornadoes and earthquakes happen. Know how the Grand Canyon was formed. Define what a desert is and name different types of desert. Use statistics to investigate climate within different types of deserts.	Understand the process of a river meeting the sea. Understand that rainforests exist within the tropics. Use statistics to investigate climate in the rainforest. Name the layers of the rainforest.

					Alpine and Arctic tundra. Describe the landscape and climate of a tundra.		
Culture and Diversity		Discuss how climate affects people, animals and plants that live/grow in certain places.	Consider how climate affects humans and wildlife. Study key cultural difference between the UK and Mexico such as language, religion, traditions etc. Consider what makes Mexico a popular tourist destination. Compare similarities and differences between two different tropical savannahs.	Know the difference between a city, town and village. Compare a town (Gorleston) with a city (Norwich). Name some of the key tourist destinations within Southern Europe, given reasons why they were built. Name and locate key physical features within Southern Europe. Discuss why it might be like to like near a mountain range - tourism and tour guides. Discuss how living near a volcano might impact a community.	Evaluate why certain human features have been added over time. Explain how physical features affect population density. Explore the culture of Scandinavian countries compared to the UK. Describe how humans and animals adapt to live within a tundra.	Discuss how natural disasters can affect the communities living in danger zones. Identify key human features within North America such as major industry, tourism, trade etc. Evaluate how humans use deserts and the impact that this has on the natural landscape.	Understand the challenges a community might face living near a river - flooding etc. Discuss how rivers have impacted industry and tourism in the area. Investigate social issues in South America such as affluent areas, shantytowns, crime etc. Investigate how humans use rainforests.

Interconnections and Change		Compare climate in the UK with another place.	Compare the climate of Mexico with the UK using key knowledge to give explanations.	Investigate how Rome has changed over time (link to prior history topic).	Investigate how land use in Gorleston has changed over time and give reasons for this. Discuss how Gorleston may continue to change in the future. Compare and contrast Scandinavia with the UK - why might people be happier in Scandinavia? Consider how the life of a human living in a tundra may differ from ours. Investigate how climate change is affecting tundras.	Use satellite images to assess how coastal erosion has affected costs over time.	Use statistics to assess how the climate has changed over time. Discuss the reasons influencing deforestation in the Amazon and form their own opinions on if this is morally right. Compare climates between different biomes (rainforest vs desert etc).

Vocabulary Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describing Position	across, next to, past, near, journey	across, next to, in front of, behind, outside, inside, near, on top of, route, map	near, far, close, next to, behind, in front of, under, above	north, south, east, west, surrounding	bordering, adjacent	north-east, north-west, south-east, south-west, hemisphere, northmost, southmost,	grid references, coordinates, longitude, latitude	
Describing Places	Town, Great Yarmouth, Earth, home, school	England, Great Yarmouth, Town, Earth, country, environment, similarities,	country, continent, coast, oceans, coast, human feature, physical feature.	biome , bordering country, culture, language, religion, compare, contrast	peninsula, landlocked, village, town, city, altitude, eruption, magna, lava,	rural, urban, fjord, glacier, waterfall, residential, industrial, retail, community,	erosion, topographic, hurricane, tornado, tectonic plates, canyon,	mouth, canal, bed, bank, current, downstream, estuary, affluent, poverty,

		differences (contrast), local area, beach, school,			dormant, extinct, summit, elevation	recreation, medical, life expectancy, immigration	sea level, sand dune, cave, cliff, spit, stack, barren, hostile, desertification, arid, subtropical	biodiversity, deforestation, indigenous
Describing Climate	autumn, spring, summer, winter cold, warm, hot, rain, season	autumn, spring, summer, winter hibernation, weather, temperature, seasons, climate, hot, cold, extreme	climate, weather, equator, hot cold, seasons, temperature, compare	vegetation, biome	tundra, grassland, coniferous forest, altitude	permafrost, polar-day, polar-night	precipitation, humidity, drought	tropical, climate change, sea levels,

Methods of Geographical Enquiry

	Year 1/2	Year 3/4	Year 5/6
Investigating Places Investigating Patterns Communicating geographically	Use world maps atlases and globes to identify the United Kingdom and its countries as well as continents and oceans studied. Name, locate and identify characteristics of the for countries and capital cities of the UK and surrounding areas. Identify the keys features of a location in order to say whether it is a city, town, coastal or rural area. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features in the surrounding environment. Understand geographical similarities and differences through studying the human and physical features. Identify the location of hot and cold areas in the world in relation the to the equator, north and south poles. Use basic geographical language to describe location such as near, far, left, next to etc. (Y2 4 compass directions).	Name and locate the countries of Europe and identify their main human and physical characteristics. Name and locate the equator, Northern Hemisphere, Sothern Hemisphere. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. Describe geographical similarities and differences between different countries.	Collect and analyse statistics and other information in order to draw clear conclusions about locations. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries.

	Devise simple sketch maps beginning to use symbols and a key.	Describe how the locality of the school has changed over time Devise more advanced sketch maps using OS Map Symbols with a key. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. Use the eight points of a compass, OS Symbols, 4 and 6-figure grid references to communicate knowledge about the UK and other locations. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).