



RIVERVIEW COFE PRIMARY & NURSERY SCHOOL GEOGRAPHY KNOWLEDGE & SKILLS PROGRESSION 2022-23



Geography Rationale

When children leave Riverview, they will have a deep understanding of the world around them and how they can have a positive impact on the future. They will have key Christian values that will enable them to have a respect and tolerance of differences within our diverse community and the wider world.

Early Learning Goals associated to the Geography National Curriculum

People Culture and Communities ELG: 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.

Links to Geography	Locational Knowledge	Place knowledge	Human & Physical Geography	Geography Skills & Fieldwork
People, Culture and Communities. <ul style="list-style-type: none"> • street • left • teacher • house • right • caretaker/site manager • bungalow • forwards • Head Teacher • school • backwards • cleaner • church • above • zebra crossing 	During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families. Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers Name and explain the purpose of places of worship and places of local importance to the community to	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. 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.	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	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.

<ul style="list-style-type: none"> • under • traffic lights • tunnel • dentist • bridge • roundabout • map 	<p>children, drawing on their own experiences where possible. Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Familiarise children with the name of the road, and or village/town/city the school is located in.</p>	<p>https://www.bbc.co.uk/cbeebies/shows/where-in-the-world</p> <p>Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations.</p> <p>Life in the arctic circle (Winter topic)</p>		
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Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Key stage 1 children develop their knowledge about the world, The United Kingdom and their locality. They 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:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> 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 <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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 identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 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 <p><u>Practical Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> 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 	<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:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> 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 <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> name and locate countries 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) <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> 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 describe and understand key aspects of: <ul style="list-style-type: none"> 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 <p><u>Practical Geographical skills and fieldwork</u></p>

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| | <ul style="list-style-type: none">• <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>• <i>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</i>• <i>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.</i> |
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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge Geographical Language Enquiry	<ul style="list-style-type: none"> Name and locate local town and city. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> Locate the worlds countries, using maps to focus on Europe (Inc. the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. 	<ul style="list-style-type: none"> Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day (?) 	<ul style="list-style-type: none"> On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time

<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - 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 • 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 		<ul style="list-style-type: none"> • 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 Human and physical geography • Describe and understand key aspects of: <ul style="list-style-type: none"> - 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 				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	<ul style="list-style-type: none"> • Observe and describe the human and physical geography of a small, local area of the United Kingdom. 	<ul style="list-style-type: none"> • 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 non-European country. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country. 	<ul style="list-style-type: none"> • Compare a region in UK with a region in N. or S. America with significant differences and similarities 	<ul style="list-style-type: none"> • Compare a region in UK with a region in N. or S. America with significant differences and similarities.

<ul style="list-style-type: none"> 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 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 		<ul style="list-style-type: none"> 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) 				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	<ul style="list-style-type: none"> Identify seasonal/daily weather patterns in the UK 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 physical features of their school and its grounds and of its the surrounding environment. 	<ul style="list-style-type: none"> Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North & South poles. Use basic Geographical vocabulary to refer to key physical features (Inc.– beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (Inc. city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country. 	<ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, types of settlements in modern Britain: villages, towns, cities. 	<ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and the rest of the world Fair/unfair distribution of resources (Fairtrade- Links to PSHE). 	<ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focussing on energy.

	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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. 			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Practical Geographical skills and fieldwork	<ul style="list-style-type: none"> Use maps, atlases and globes to identify their locality and other key features e.g. land/sea/capital cities. Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), 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. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four 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. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, and four figure grid references. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four figure and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods,

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school and its grounds. 	<ul style="list-style-type: none"> • Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. • Use locational, directional and positional language. 	<ul style="list-style-type: none"> • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	graphs, and digital technologies.	<ul style="list-style-type: none"> • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	including sketch maps, plans and graphs, and digital technologies.

Progression of Vocabulary

The following is a list of words which children may meet during their Geography studies. While the list is not statutory, it is helpful for children to become familiar with them in a Geographical context during their corresponding year. They are not intended as a test list but show the kind of language that can be used and explained in lessons to broaden children's knowledge and understanding of Geography.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • street • left • teacher • house • right • caretaker/site manager • bungalow • forwards 	<ul style="list-style-type: none"> • near • transport • wind • far • lorry • snow • left • bus • rain 	<ul style="list-style-type: none"> • England • location • Dublin • Scotland • route • Equator • Northern Ireland • aerial view 	<ul style="list-style-type: none"> • settlement • valley • mountain • community • vegetation • weathering • landscape • soil • relief map 	<ul style="list-style-type: none"> • greenhouse • valley • warm • contour • humid • intensive farming • height • coastal • arable farming 	<ul style="list-style-type: none"> • climate/ weather • flood plain • deposition • climate zones • meander • transportation • tributary • surface 	<ul style="list-style-type: none"> • migrate • naturalised • Arctic • disperse • indigenous • Antarctic • sustainability • immigrant • renewable

<ul style="list-style-type: none"> •Head Teacher •school •backwards •cleaner •church •above •zebra crossing •under •traffic lights •tunnel •dentist •bridge •roundabout •map 	<ul style="list-style-type: none"> •right •car •hail •building •summer •fog •plan •winter •wet •globe •autumn •dry •journey •spring •hot •travel •seasons •cold •long •short •wide •bungalow •junction •narrow •town •village •farm 	<ul style="list-style-type: none"> •North Pole •Eire •landscape •South Pole •Wales •environment •Irish Sea •North •London •North Sea •South •Edinburgh •English Channel •east •Cardiff •local •west •Belfast •distant •semi-detached •terraced •address •larger •smaller •behind •city 	<ul style="list-style-type: none"> •peat •port •political map •loam •harbour •cliff •clay •factory •ocean •lake •office •fieldwork •transport [carry] •industry •sketch •diagram •compass •weather •climate zone •polar •equator •tropical •longitude •latitude •environment 	<ul style="list-style-type: none"> •hydroponics •evaporation •market gardening •allotment •precipitation •mixed farming •distribution •condensation •organic farming •import •hemisphere •distance •export •productivity •scale •native/ indigenous •natural resources •grid reference •sustainable •man-made materials •Satellite •North East •South East •North West •South West •weathering/erosion •hemisphere 	<ul style="list-style-type: none"> •confluence •vegetation belts •sea level •mouth •river •grid reference •source •delta •terrain •products •features •industrial •grid reference •contour lines •continent •landscape •natural •sub-continent •water cycle •population •development •arid •precipitation •irrigation •evaporation •condensation •ground water 	<ul style="list-style-type: none"> •natural disaster •survey •population •natural resources •questionnaire •biomes •canopy [trees] •latitude •vegetation belts •Ordnance Survey •longitude •climate zones •distance •conservation •scale •Time zone •pollution •grid reference •Northern hemisphere •export •symbols •Southern hemisphere •import •urban •Tropic of Capricorn
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