

# Geography

## Progression Map



<b>Intent</b>	<p>At Inglehurst Infant School, we aim to inspire our children to be curious about their local area and the wider world around them. As geographers we expect our children to be inquisitive and to question the information they are presented with, in order to further their geographical understanding. We build on the children's personal geography by developing geographical skills, understanding and knowledge through studying places and themes.</p> <p>The curriculum is designed to ensure that teaching equips 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. Geographical knowledge and skills are progressive and are sequenced to ensure that knowledge and skills are revisited and built on.</p> <p>At Inglehurst Infants, we have a wonderfully diverse community and we use this to learn about different places around the world. We share information about global events and explore different cultures world-wide. Many of our children do not experience the world outside of their immediate locality. As a staff, we aim to share our own experiences and provide as much knowledge of the outside world as possible. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.</p>
<b>Implementation</b>	<p>Teachers plan collaboratively using the agreed schemes of work, this ensures consistency across classes. In KS1, teachers are covering all objectives of the National Curriculum within their planning and in the Foundation Stage, teachers cover the objectives stated in the 'Understanding the World' area of learning as set out in the Early Years Foundation Stage curriculum. Existing knowledge is checked at the beginning of each topic which ensures that teaching is informed by the children's starting points and that it takes account of pupil voice. Tasks are selected and designed to provide appropriate challenge to all learners</p> <p>Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. The curriculum is designed to ensure that teaching equips pupils with knowledge about the local and wider environments and children learn to discuss the features of their immediate environment and talk about why processes and changes have happened.</p> <p>In the Foundation Stage, Geographical skills are developed through the 'Understanding the World' area of learning. The children are given a variety of experiences including talking about our local environment and observations about the seasons and similarities and differences in places. Children go on an educational visit's where they have the opportunity to see animals, meet people, experience different environments and talk about the similarities and differences to their local area.</p> <p>During KS1 pupils develop knowledge about the world, the United Kingdom and their locality. They develop an understanding of 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. Children also learn location and place knowledge of hot and cold countries as well as seasonal and daily weather patterns in Britain. The children are given the opportunity to experience different environments whilst on a variety of educational visits and develop geographical skills such as map reading and using a compass.</p>
<b>Impact</b>	<p>Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands. Evidence of learning and progress is dependent on the lesson outcome; year group and the skills and knowledge being developed. This could be in the form of: photographs of practical activities, use of world maps and local maps to identify features and areas, extended writing, classroom displays or evidence of field work. As children progress throughout the school, they develop a deep knowledge and understanding of their local area and its place within the wider geographical context. Our teachers rely on a range of tools to assess the knowledge and</p>

skills children have and the progress they have made. This includes: assessment for learning; challenge tasks; independent and group enquiry; beginning of unit knowledge check and end of unit questions and quizzes. This information is then used to inform further curriculum developments and provision is adapted accordingly.

#### Experience for all children

- Explore our local area, through walks, visits and fieldwork to parks, shops and other places of interest
- Visit a variety of different physical environments, including the seaside, forests and rivers
- Have opportunities to compare life in Newfoundpool first hand with life in a local village and life in Leicestershire
- Seeing locally recognised landmarks in real life
- Talking to people who have lived and grown-up in different parts of the world
- Explored the culture of different countries through in-school themed days, including tasting food from around the world

### KS1

#### Progression of knowledge and skills

	EYFS	Year 1	Year 2	Year 3
Geographical enquiry		<ul style="list-style-type: none"> <li>• Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>• Use information books/pictures as sources of information.</li> <li>• Investigate their surroundings</li> <li>• Make observations about where things are e.g. within school or local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are encouraged to ask simple geographical questions; Where is it? What is it like?</li> <li>• Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>• Investigate their surroundings</li> <li>• Make appropriate observations about why things happen.</li> <li>• Make simple comparisons between features of different places.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask/initiate geographical questions.</li> <li>• Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>• Investigate places and themes at more than one scale</li> <li>• Begin to collect and record evidence with some aid</li> <li>• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</li> </ul>
Geographical skills and fieldwork  Representation using maps scale/distance	<i>Writing, Shape, Space and Measure and Being Imaginative</i> <ul style="list-style-type: none"> <li>• Children give meaning to the marks they make and can write labels and captions – e.g. symbols and labels on a map.</li> <li>• Children can use positional language and describe their relative position.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions (Up, down, left/right, forwards/backwards)</li> <li>• Draw picture maps of imaginary places and from stories.</li> <li>• Use own symbols on imaginary map.</li> <li>• Use a simple picture map to move around the school;</li> <li>• Recognise that it is about a place.</li> <li>• Use relative vocabulary (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions (as yr 1 and inc'. NSEW)</li> <li>• Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> <li>• Begin to understand the need for a key.</li> <li>• Use class agreed symbols to make a simple key.</li> <li>• Follow a route on a map.</li> <li>• Use a plan view.</li> <li>• Use an atlas to locate places.</li> </ul>	<ul style="list-style-type: none"> <li>• Use 4 compass points to follow/give directions:</li> <li>• Use letter/no. coordinates to locate features on a map.</li> <li>• Try to make a map of a short route, with features in correct order;</li> <li>• Try to make a simple scale drawing.</li> <li>• Know why a key is needed.</li> <li>• Use standard symbols.</li> </ul>

	<ul style="list-style-type: none"> <li>•Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare and solve problems.</li> <li>•Children use resources to create props and choose particular colours for a purpose – e.g. blue for sea and yellow for sand.</li> </ul>	bigger/smaller, like/dislike)	<ul style="list-style-type: none"> <li>• Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> </ul>	<ul style="list-style-type: none"> <li>• Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> </ul>
Locational knowledge	<i>The World</i> <ul style="list-style-type: none"> <li>•Children comment and ask questions about aspects of their familiar world and can talk about things they have observed such as plants, animals, natural and found objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate four countries in the UK</li> <li>• Name, locate and identify characteristics of the 4 countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate 7 continents and 5 oceans.</li> <li>• Name the capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries using an atlas focusing on Europe (including the location of Russia)</li> <li>• Identify key physical and human characteristics of Europe.</li> </ul>
Place knowledge	<ul style="list-style-type: none"> <li>•Children show care and concern for living things and the environment.</li> <li>•Children know, talk and observe similarities, differences, patterns and change in relation to places, objects, materials and living things and can talk about why things occur and how they change.</li> <li>•Children talk about features of their own immediate environment and how environments might vary from one another.</li> </ul>	<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</li> </ul>
Human and physical geography	<i>The World and People and Communities</i> <ul style="list-style-type: none"> <li>•Children talk about features of their own immediate environment and how environments might vary from one another.</li> <li>•Children show interest in different occupations and ways of life.</li> <li>•Children can talk about similarities and differences in relation to friends or family.</li> <li>•Children know about similarities and differences between communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 North and South Poles</li> <li>• Identify simple human features of the locality (Including Town, village, house and shops.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Recognise that some features of the locality have been made by humans. Use the vocabulary of cities, harbour, coast.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. • Understand that populations vary over time and place and use the appropriate vocabulary.</li> </ul>

KS1

Term	Cycle A	Cycle B
Autumn	<p>To name, locate &amp; identify characteristics of the 4 countries of the U.K &amp; its surrounding seas.</p> <p>The U.K</p> <ul style="list-style-type: none"> <li>• name &amp; locate the 4 countries of the U.K</li> <li>• identify the capital cities</li> <li>• identify characteristics of the 4 countries</li> <li>• identify &amp; name the surrounding seas</li> </ul>	<p>To understand geographical similarities &amp; differences through studying the human &amp; physical geography of a small area of the U.K. Local area around school</p> <ul style="list-style-type: none"> <li>• identify Leicester and school on a map</li> <li>• explore the local area using google earth and field trip</li> <li>• create a sketch map of the local area</li> <li>• identify human &amp; physical features of the area</li> <li>• use aerial photographs to recognise landmarks &amp; basic human &amp; physical features</li> </ul>
Vocabulary	United Kingdom, country, capital cities, characteristics, island, sea, landmarks, towns, countryside, rural, mountains, human features, physical features, population, climate	physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Spring	<p><b>Contrasting Country</b></p> <ul style="list-style-type: none"> <li>• Find the Kenya and local area in an atlas.</li> <li>• Compare the human and physical features of local area to Kenya.</li> <li>• To learn how the physical features and weather influence the life and culture of the people.</li> </ul>	<p><b>Hot and Cold Regions</b></p> <ul style="list-style-type: none"> <li>• Introduce atlases and how to use them.</li> <li>• Locate the world's seven continents and five oceans.</li> <li>• Construct their own map of the world and plot the location of hot and cold areas in relation to the equator.</li> <li>• Compare weather patterns in hot and cold areas.</li> <li>• Learn about polar explorer, Ann Bancroft</li> </ul>
Vocabulary	Africa, continent, country, capital city, Kenya, Nairobi, Indian Ocean, flag, equator, weather, climate, atlas.	Hot, cold, region, equator, North pole, South pole, atlas, coordinate, continent, ocean, location, similarities, differences, polar exploration, United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, Atlantic Ocean, English Channel, Europe, Asia, North America, South America, Africa, Australasia, Antarctica, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, climate, weather, tropical, monsoon, Arctic climate, subarctic, freezing, temperatures, hurricanes
Summer	<p><b>Identify seasonal &amp; daily weather patterns in the U.K</b></p> <ul style="list-style-type: none"> <li>• Name four seasons</li> <li>• To know how weather information is gathered</li> <li>• Present data</li> <li>• To understand there are different types of cloud</li> <li>• To understand the reason for weather forecasts</li> </ul> <p>To know that weather can be dangerous</p>	<p>To understand geographical similarities &amp; differences through studying the human &amp; physical geography of a small area of the U.K.</p> <ul style="list-style-type: none"> <li>• identify Thornton reservoir on a map &amp; compare to location of local area</li> <li>• identify significant features of Thornton reservoir</li> <li>• identify similarities &amp; differences between Thornton reservoir and local area</li> <li>• identify human &amp; physical features of a seaside location</li> <li>• use basic geographical vocabulary to refer to key physical features</li> </ul>
Vocabulary	Seasons, observations, record, temperature, thermometer, affects, waterproof, seasonal changes, weather forecast, symbols, extreme, drought, flooding, blizzard, heatwave, hurricane, climate	Compass, direction, fieldwork, map, symbols, coordinates, physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, human features, including: city, town, village, factory, farm, house, office, port, harbour and shop