



# KING'S ACADEMY MEADOW VALE



## Curriculum Progression Map - Geography

### EYFS Expectations

#### UNDERSTANDING THE WORLD

##### People, Culture and Communities

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

##### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

##### The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

### Key Stage 1 National Curriculum Expectations

#### Locational Knowledge

Pupils should be taught to:

- 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.

#### Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through studying the human

#### Geographical Skills and Fieldwork

Pupils should be taught to:

- 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



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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

Pupils should be taught to:

- 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;

- 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.
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.



## Key Stage 2 National Curriculum Expectations

### Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

### Human and Physical Geography

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.



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	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	<p>Identify where they live in the local area.</p> <p>Recognise buildings and places.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Locate the world's seven continents and five oceans.</p> <p>Locate Australia and London on a map.</p>	<p>Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions and key physical and human characteristics</p> <p>Identify the position and significance of latitude and longitude.</p> <p>Children to locate the United States of America and surrounding countries.</p> <p>What are time zones and what are the different time zones across North America?</p>	<p>Recognise and name the 7 continents and 5 oceans.</p> <p>Locate the equator, hemispheres, tropics and poles.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Locate London, Reykjavik and Buenos Aires on a map.</p> <p>Identify human and physical characteristics of these three cities.</p>



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	KS1	LKS2	UKS2
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Place Knowledge</b>	<p>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.</p> <p>Comparing London and Bangkok.</p>	<p>Understanding geographical similarities and differences between countries</p> <p>Famous explorers/ Antarctica/The Polar region &amp; Robert Falcon Scott</p> <p>Australia- Similarities and differences to my home country.</p> <p>Understand where food comes from.</p>	<p>To understand the characteristics of individual states.</p> <p>To develop knowledge of US states and put one into a fact file using research.</p>	<p>To use orienteering skills to navigate the school using a four grid reference, following set tasks.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of our local area of Bracknell.</p>	<p>Understand similarities and differences through a study of the human and physical geography between London, Reykjavik and Buenos Aires.</p>

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Human and Physical Geography</b>	Use basic geographical	Exploring physical features and	To understand the physical	Know what a tectonic plate is	Types of settlement and	Describe and locate climate



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	<p>vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>human features in Australia and Great Britain.</p>	<p>geography of North America and the key topographical features.</p> <p>To be able to link this learning to our understanding of other regions in the world that share similar climates and physical geography.</p> <p>What biomes are there in the world and where can you find them?</p>	<p>and the different types of plate boundaries.</p> <p>Causes of earthquakes/tsunamis and how they are measured and how they are managed/effects are minimised.</p> <p>How volcanoes are formed, effects of volcanoes.</p>	<p>land use, economic activity including trade links, and the distribution of natural resources.</p>	<p>zones. Compare climates in contrasting cities.</p> <p>Explore elements of human geography such as migration and its impact on societies.</p>
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	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Skills and Fieldwork</b>	Use world maps, atlases and	Using atlases and globes.	Create sketch maps of two	Complete an orienteering task	Use maps, atlases, globes	Use maps, atlases, globes



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	<p>globes to identify the United Kingdom and its countries.</p> <p>Directional language (for example, near and far; left and right), to describe the location of features and routes on a map.</p> <p>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</p>	<p>Describe location and direction using the eight compass points on a map.</p>	<p>contrasting visions in North America.</p>	<p>using a map of the school on a four grid reference.</p>	<p>and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps).</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (traffic survey of our local area).</p>	<p>and digital computer mapping to locate countries and describe features studied.</p>
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	<p>geography of their school and its grounds and the key human and physical features of its surrounding environment. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>					
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