



## Intended Curriculum Progression Document for Geography FS and KS1

### **EYFS Statutory Education 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.

### **National Curriculum 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.

### **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.

## Neston Primary Curriculum Progression in Geography

### **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.

#### **Locational Knowledge:**

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:**

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 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 key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shop)

#### **Geographical skills and fieldwork**

Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.

Use simple compass directions (North, South, East, West) and locational and directional language (near and far, left and right) to describe the location of features and routes of 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.

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.

### Long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS F1	Explore the natural world Where we live.	Me and my family	Special places	Special places and people	Plants	Minibeasts and their habitats
EYFS F2	Unit 1 :Ourselves	Unit 7: Houses and Homes	Unit 12: Transport	Unit 5:Plants	Unit 3: Animals	Unit 2: Food
Year 1	Hot & Cold Places	My School, My Home (our local area) The school grounds and plan perspectives Know their address and draw simple maps	Village, Town or City?			Know which is N, S, E, W Know the main difference between a place in England and that of small place in a non-European country (Kenya)  Use aerial photographs to recognise landmarks
Year 2	Human and Physical Geography	Countries and capital cities of the UK and 3 seas	Know the names and locate the 5 oceans of the world		Know the names of and locate the 7 continents of the world	

