



# Brindle St Joseph's Catholic Primary School - Knowledge Progression in Geography



## EYFS Learning Goals

*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 worlds 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.*

*Our EYFS Curriculum Aim - The understanding of the world curriculum aims to spark children's curiosity and fascination about their school, local area, wider world and the people in it that will remain with them for the rest of their lives. UW teaching is done through a variety of adult-led activities and continuous provision. Throughout the year we have a variety of visitors and experiences to inspire and engage the children. UW aims to provide children with a foundation for learning in Geography and British Values.*

*By the end of the Foundation Stage children should be able to:*

### *People, Culture and Communities*

- 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 and non-fiction texts and - when appropriate - maps.*

### *The Natural World*

- Explore the natural world around them, making observation and drawing pictures of animals and plants.*
- 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.*
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.*

## National Curriculum Objectives KSI

*By the end of KSI, the children will have achieved the following objectives...*

LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	GEOGRAPHICAL SKILLS AND FIELDWORK
<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> <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>• Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> <li>• 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.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• devise a simple map</li> <li>• use and construct basic symbols in a key</li> <li>• 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.</li> </ul>



## National Curriculum Objectives KS2

*By the end of KS2, the children will have achieved the following objectives...*

LOCATIONAL & PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK
<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Locate the world's countries, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Name and locate counties and cities of the United Kingdom.</li> <li>• Name and locate the UK's 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.</li> <li>• Identify the position and significance of latitude and longitude.</li> <li>• Identify the position and significance of the Equator, Northern and Southern Hemisphere.</li> <li>• Identify the position and significance of the <b>Tropics of Cancer and Capricorn</b>.</li> <li>• Identify the position and significance of the <b>Arctic and Antarctic Circle</b>.</li> </ul> <p>Identify the significance of the <b>Prime/Greenwich Meridian and time zones</b> (including day and night).</p>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography <b>of a region of the United Kingdom</b>.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography <b>of a region in a European country</b>.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography <b>of a region within North or South America</b>.</li> <li>• Describe and understand key aspects of physical geography: <b>climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle</b>.</li> <li>• Describe and understand key aspects of human geography: <b>types of settlement and land use, economic activity including trade links, distribution of natural</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• use the eight points of a compass</li> <li>• use four and six-figure grid references</li> <li>• Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>• 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.</li> </ul>

	<i>resources such as energy, food, minerals and water.</i>	
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## Cycle B

	R/ Y1	Y2/3/4	Y5/6
Unit One - Autumn Two	<p><b>Unit Title:</b> <i>Commotion in the Ocean</i></p> <p><b>BUILDS ON:</b> <i>The children will be aware of some animals that can be found in the ocean based on life experiences.</i></p> <p><b>INTENT:</b> <i>To be able to gain an understanding what the ocean is, what lives there, key changes that are occurring and things we can do to help.</i></p> <p><b>FUTURE LEARNING:</b> <i>The children will further develop their understanding of oceans as they name the 5 oceans and explore the difference between a sea and an ocean. In Class 5/6, build on their knowledge by exploring climate change and the impact this is having on our planet.</i></p>	<p><b>Unit Title:</b> <i>The United Kingdom</i></p> <p><b>BUILDS ON:</b> <i>SOME children are aware that the UK is located on the continent of Europe. SOME children are aware of the countries that are part of the UK. The children will know that we live in England which is part of the UK.</i></p> <p><b>INTENT:</b> <i>To be able to explain what 'United Kingdom' means, identify the countries and capital cities that make up the UK and identify famous landmarks (link with mapping).</i></p> <p><b>FUTURE LEARNING:</b> <i>The children will be building on their knowledge of the UK when they explore the continent of Europe in further detail - identifying countries, major cities and features.</i></p>	<p><b>Unit Title:</b> <i>Save Our Planet!</i></p> <p><b>BUILDS ON:</b> <i>The children will be aware of the Earth's structure, continents &amp; oceans. The children will be aware of changes to our planet due to global news and awareness in school.</i></p> <p><b>INTENT:</b> <i>To be able to explain key changes to our planet in relation to energy, food, minerals, and the reasons for this.</i></p> <p><b>FUTURE LEARNING:</b> <i>-In KS3 geography, the children will learn about how human and physical processes influence change on landscapes, environment and the climate.</i></p>

Unit Two -  
Spring Two

Unit Title: Deserts & Poles

**BUILDS ON:** The children have previously learnt about oceans and the animals that can be found there. SOME children may also be aware of hot and cold places due to real-life experiences e.g. holidays. SOME children have already looked at seasonal and daily weather patterns.

**INTENT:** To be able to identify the hot and cold regions of the world, explain the reason for the difference. To be able to place animals into the correct region.

**FUTURE LEARNING:** The children later study the jungle and therefore can build on their knowledge of hot and cold areas. The children will also be learning about the journey of fruit and vegetables where they can refer back to their prior learning of hot and cold regions and how important this is in order to grow a range of food.

Unit Title: World Mapping (Europe)

**BUILDS ON:** SOME children will be able to name countries within Europe due to life-experiences e.g. holidays. Some children are aware of the continents of the world. ALL children are aware that the UK is located on the continent of Europe.

**INTENT:** To be able to locate countries, major cities and landmarks (physical and human) within Europe.

**FUTURE LEARNING:** The children will be building on their knowledge of the UK when they continue to study other countries and cities in the world e.g. Iceland and Barcelona.

Unit Title: The Amazon Rainforest  
& Brazil

**BUILDS ON:** The children have already explored the idea of different climates based on hot and cold regions of the world. SOME children have also studied North America and therefore should have good locational knowledge.

**INTENT:** To be able to explore key geography terminology such as latitude, longitude, northern and southern hemisphere whilst also developing an understanding of biomes. The be able to understand geographical similarities and differences of a region within South America.

**FUTURE LEARNING:** In KS3 geography, the children will extend their locational knowledge of the world by studying maps to explore countries such as Africa, Russia and the Middle East.

<p>Unit Three - Summer Two</p>	<p>Unit Title: Rumble in the Jungle</p> <p><b>BUILDS ON:</b> The children are aware that there are hot and cold areas and that this impacts animal habitats. The children are aware of the animals we have in the UK due to real-life experiences.</p> <p><b>INTENT:</b> To be able to understand how the jungle is different to our home (in the UK) and therefore the animals that can be found there are also different.</p> <p><b>FUTURE LEARNING:</b> The children will later be studying 'Kenya' and therefore can make comparisons between savannah and jungle.</p>	<p>Unit Title: Life in Kenya</p> <p><b>BUILDS ON:</b> The children have previously studied hot and cold regions of the world. SOME children have explored remote island living and how this is different to the UK due to trade and transport links.</p> <p><b>INTENT:</b> To be able to compare life for a child in Kenya to a child growing up in the UK.</p> <p><b>FUTURE LEARNING:</b> The children will make comparisons with other areas of the world as they move through school e.g. Iceland, North America, South America and Australia.</p>	<p>Unit Title: The Hoghton Way</p> <p><b>BUILDS ON:</b> The children completed a range of fieldwork and observational units throughout their time in school in relation to our school ground, local area and aspects of study e.g. rivers.</p> <p><b>INTENT:</b> To use maps, compasses, grid references and symbols in order to carry out a fieldwork to further develop the children's geographical fieldwork skills.</p> <p><b>FUTURE LEARNING:</b> Throughout KS3, the children will complete a range of fieldwork tasks.</p>
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