

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



Understanding the world involves guiding children to make sense of their physical words 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.

EYFS Learning Goals

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 then 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

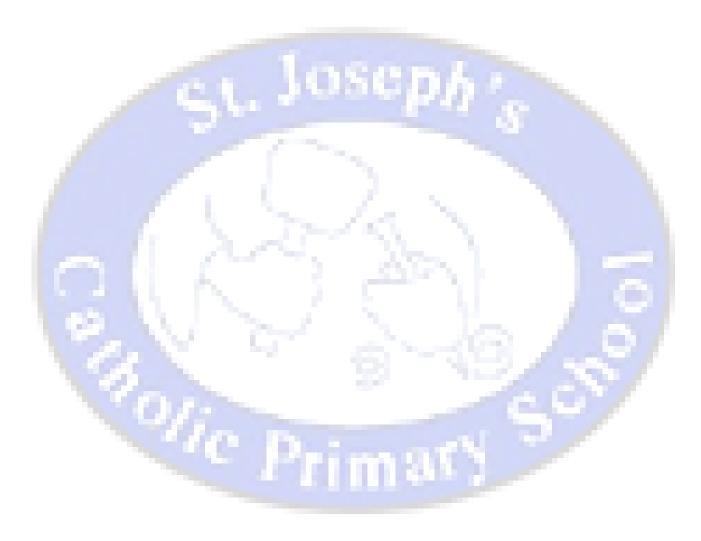
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain 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.



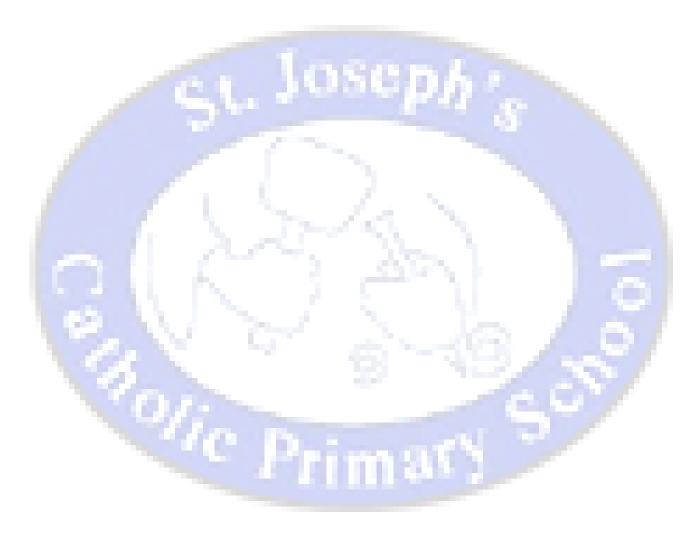
National Curriculum Objectives KSI				
By the end of KSI, the children will have achieved the following objectives				
LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	GEOGRAPHICAL SKILLS AND FIELDWORK		
		<ul> <li>GEOGRAPHICAL SKILLS AND FIELDWORK</li> <li>Use world maps, atlases and globes to identify the United 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> </ul>		
	C Primars	<ul> <li>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>		



By the end of KS2, the children will have achieved the following objectives			
LOCATIONAL & PLACE KNOWLEDGE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND	
	GEOGRAPHY	FIELDWORK	
<ul> <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 Trapics of Cancer and Capricarn.</li> <li>Identify the position and significance of the Arctic and Antarctic Circle.</li> <li>Identify the significance of the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	<ul> <li>GEOGRAPHY</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</li> <li>Describe and understand key aspects of physical geography: climate zones, biomes, regetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.</li> <li>Describe and understand key aspects of human geography: types of settlement and land use, economic activity</li> </ul>	<ul> <li>FIELDWORK</li> <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>	
	including trade links, distribution of natural		

National Curriculum Objectives KS2

resources such as energy, food, minerals and water.



R/YIY2/3/4Y5/6Unit One - Autumn TwoUnit Title: Commotion in the OceanUnit Title: The United KingdamUnit Title: Save Our Planet!BUILDS ON: The children will be aware of some animals that can be found in the ocean based on life experiences.Unit Title: The United KingdamUnit Title: Save Our Planet!INTENT: 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.BUILDS ON: 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.BUILDS ON: The children will be aware of the Earth's structure, continents & oceans. 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 bavine of our planetFUTURE LEARNING: The children the impact the is pavine of our planet in the impact the is bavine of our	Cycle B			
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<ul> <li>Two</li> <li>BUILDS ON: The children will be aware of some animals that can be found in the ocean based on life experiences.</li> <li>INTENT: 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.</li> <li>FUTURE LEARNING: The children reas and the impact this and the soceans 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</li> </ul>	Unit One –	Unit Title: Commotion in the Ocean	Unit Title: The United Kingdom	Unit Title: Save Our Planet!
	Autumn	aware of some animals that can be found in the ocean based on life experiences. INTENT: 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. FUTURE LEARNING: 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	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. INTENT: 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). FUTURE LEARNING: The children will be building on their knowledge of the UK when they explore the continent of Europe in further detail - identifying	aware of the Earth's structure, continents & oceans. The children will be aware of changes to our planet due to global news and awareness in school. INTENT: To be able to explain key changes to our planet in relation to energy, food, minerals, and the reasons for this. FUTURE LEARNING: -In KS3 geography, the children will learn about how human and physical processes influence change on landscapes, environment and the

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difference animals FUTURE later stud can build			
FUTURE later stud can build	xplain the reason for the	FUTURE LEARNING: The children will	southern hemisphere whilst also
FUTURE later stud can build	. To be able to place	be building on their knowledge of the	developing an understanding of
later stud can build	into the correct region.	UK when they continue to study other	biomes. The be able to understand
later stud can build		countries and cities in the world e.g.	geographical similarities and
.can build	EARNING: The children	Iceland and Barcelona.	differences of a region within
	ly the jungle and therefore		South America.
hot and	t on their knowledge of		
	cold areas. The children	22 1-2	FUTURE LEARNING: IN KS3
will also	be learning about the		geography, the children will extend
journey x	of fruit and vegetables		their locational knowledge of the
where the	ey can refer back to their	The second second	world by studying maps to explore
	ring of hot and cold	A CONTRACTOR OF A CONTRACT	countries such as Africa, Russia
			and the Middle East.
in order	and how important this is		

Unit Three -	Unit Title: Rumble in the Jungle	Unit Title: Life in Kenya	Unit Title: The Hoghton Way
Summer Tw.o	BUILDS ON: 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.	BUILDS ON: 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.	BUILDS ON: 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.
	INTENT: 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. FUTURE LEARNING: The children will later be studying 'Kenya' and therefore can make comparisons	INTENT: To be able to compare life for a child in Kenya to a child growing up in the UK. FUTURE LEARNING: The children will make comparisons with other areas of the world as they move through school e.g. Iceland, North America,	INTENT: To use maps, compasses, grid references and symbols in order to carry out a fieldwork to further develop the children's geographical fieldwork skills. <u>FUTURE LEARNING:</u> Throughout KS3, the children will complete a
	between savannah and jungle.	South America and Australia.	range of fieldwork tasks.
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