

St John's Geography: Progression of Knowledge and Skills

EYFS

Early Learning Goals: 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, non-fiction texts and – when appropriate – maps.
- Explore and respond to different natural phenomena in their setting and on trips.
 - Make connections between the features of their family and other families.
 - Draw information from a simple map.
 - Recognise some similarities and differences between life in this country and life in other countries.
 - Explore the natural world around them and recognise some environments that are different to the one in which they live.

Core Geography Concepts: Population Settlement Landmarks Land-Use Physical Processes Resources Climate Environment				
Year	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
1 Topics -Our Story -Whizz, Bang, Pop -Wild Weather -Wild Safari - Dungeons and Dragons	<ul style="list-style-type: none"> • Understand where I live in the local area and Sparkhill • Locate our school. • Name and locate the countries of the UK. • Name and locate the capital city of the UK. • Name and locate where the Normans came from and invaded. 	<ul style="list-style-type: none"> • Understand the geographical features of my local area through studying its human and physical geography. 	<ul style="list-style-type: none"> • Understand what weather forecasts show, and different seasons in a year. • Identify daily weather patterns in the UK. • Explain that weather can be different in various places around the world. • Identify the key physical features of rainforests and jungles and compare to our own local area. • Use basic geographical vocabulary to refer to key physical and human features. 	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of my school, its grounds and vicinity. • Draw a simple map. • Begin to recognise map symbols. • Use simple compass directions (North, East, South, West).
2 Topics -Fire Fighters -Let's Go Engineering! -Does Chocolate Grow on Trees? -Superheroes -Suitcases and Sandcastles -Go Wild	<ul style="list-style-type: none"> • Use maps, atlases and a globe to locate the UK, its countries and seas. • Name and locate the capital cities of the UK. • Name and locate the world's 7 continents and 5 oceans. • Identify UK, Antarctica, Mexico, Caribbean, Nepal in relation to the Equator. 	<ul style="list-style-type: none"> • Identify key features of the countries of the UK. Understand the differences between a town and the countryside, coasts and inland areas. • Compare two places in the UK. • Compare the geography of Birmingham to Mexico City and Antarctica. 	<ul style="list-style-type: none"> • Understand what a hot area of the world is like in relation to the Equator. • Locate and describe cold areas of the world in relation to the North and South Poles. • Identify key physical and human features of London (landmarks), the UK, countryside and coastlines. • Explain why people choose certain places to live (settlement – Aztecs) and how they use the land. • Expand geographical vocabulary to refer to key physical and human features. 	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of our city. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Devise a simple map; use and construct basic symbols in a key. • Know that compass points tell us the position of places in relation to one another and I can label North, South, East and West.

<p style="text-align: center;">3</p> <p>Topics</p> <ul style="list-style-type: none"> -Amazing Archaeologists -Feel the Force -Genius Geologists -Gods and Heroes -The Empire Strikes Back 	<ul style="list-style-type: none"> • Name and locate places of archaeological significance in UK (Skara Brae, Malvern Hills, Stone Henge) • Name and locate key mountains, ranges and plate boundaries in the UK and in the world. • Identify UK, Greece, Italy, world mountains and plate boundaries in relation to the Equator. 	<ul style="list-style-type: none"> • Identify and explore the key mountainous regions of the world and their features. • Identify and explore the key regions of the world most likely to experience earthquakes. • Explore physical processes involved in volcanoes and earthquakes. 	<ul style="list-style-type: none"> • Use a range of resources to identify and describe the key human and physical features of a location. • Identify types of settlement and land use and how they changed over time. • Explore biomes and topographical features as well as human features of Greece and Italy. • Expand geographical vocabulary to refer to key physical and human features. 	<ul style="list-style-type: none"> • Use fieldwork to observe and record human and physical features in the local area using a range of methods including sketch maps, land use plans, questionnaires, graphs and digital technologies (MALVERN HILLS TRIP) • Understand that the earth has a magnetic field, which is why we have a North Pole and a South Pole. • Know that TRUE NORTH is a fixed geographical point on the globe: the North Pole.
<p style="text-align: center;">4</p> <p>Topics</p> <ul style="list-style-type: none"> -Treasure Seekers -Raiders -Wild Water -Environmental Engineers 	<ul style="list-style-type: none"> • Use world maps, atlases, globes and digital/computer mapping to name and locate the countries of Europe. • Revisit the names and locations of the world's 7 continents and 5 oceans. • Identify and chart routes and settlements of Anglo Saxons and Vikings to the UK. • Use a variety of maps (world European, UK) and atlases to locate significant rivers worldwide. 	<ul style="list-style-type: none"> • Compare UK with one or more city/town/area in the world under severe water stress. • Explore physical processes involved in the water cycle. 	<ul style="list-style-type: none"> • Identify the main human and physical features of Europe and Scandinavia. • Use a range of resources to identify and describe the key human and physical features of a location and how some of these aspects have changed over time. • Explore land use patterns, trade, emigration, population density and agriculture (life under Anglo Saxons and then Vikings). • Chart physical and human features of world rivers. 	<ul style="list-style-type: none"> • Locate, plan and plot routes on maps. • Use and devise maps and plans of localities studied that include keys, four figure grid references, a scale and a compass rose. • Make careful measurements of rainfall, temperature, distance and depth and record these in the most suitable way. • Find Sarehole Mill and track the River Cole on an OS map. https://osmaps.ordnancesurvey.co.uk/

Year	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>5</p> <p>Topics</p> <p>-Fight for Your Right</p> <p>-All the World's a Stage</p> <p>-Islamic Golden Age</p> <p>-Earth Explorers</p>	<ul style="list-style-type: none"> Use world maps, atlases, globes and digital/computer mapping to name and locate the countries of the world. Know the location of Stratford in relation to other key cities in the UK using different types of map. Locate the Middle East on a map of the World and understand its position in relation to China (and the Silk Road) Know the location of the world's main rainforests. 	<ul style="list-style-type: none"> Describe and give reasons for geographical differences between the UK and Caribbean. Describe and give reasons for geographical differences between the UK and Baghdad. Compare biomes of UK and tropical rainforests. 	<ul style="list-style-type: none"> Chart the route the slave traders took across the Atlantic Ocean to the three main countries involved. Know that Stratford has changed over time and explain some changes in land use. Describe a place in terms of how economically developed it is, including the distribution of natural resources. Understand and give reasons why communities built early settlements near to the Euphrates and Tigris Rivers. Consider the effect deforestation is having on the rainforest's wildlife and community. Is it sustainable? 	<ul style="list-style-type: none"> Use and devise maps and plans of localities studied that include keys, 6 figure grid references, a scale and an 8-point compass rose. Interpret thematic mapping and aerial satellite photographs. Make detailed field sketches of a location's features, annotating with appropriate language. Interpret Ordnance Survey maps of the UK
<p>6</p> <p>Topics</p> <p>-Talking 'Bout a Revolution</p> <p>-Heroes and Villains</p> <p>-Tomb Raiders</p> <p>-Paleontologists</p>	<ul style="list-style-type: none"> Name, locate and map the countries, cities and counties of the UK (Focus on WW2 Europe/Egypt/Africa) Use world maps, atlases, globes and digital/computer mapping to name and locate the countries of the world. Explain how globes are divided into lines of latitude and meridian of longitude and that a time zone is identified using longitude. Collect and analyse statistics and other information in order to answer questions and draw clear conclusions about locations. 	<ul style="list-style-type: none"> Describe how countries and geographical regions are diverse and yet interconnected and interdependent (countries connected by the Nile) Compare biomes of Egypt with UK. 	<ul style="list-style-type: none"> Understand human geography relating to population, economic activity, urbanisation and the use of natural resources. Chart the changes within Birmingham shown on these maps e.g size, land use patterns, population and suggest reasons for these changes. Understand the significance of canals to Birmingham's and UK's industrial past. Identify main counties that evacuees were to sent to during WW2 and explain the physical advantages they had over the cities. Understand how human & physical processes interact impact on landscapes. Link my learning to my planet (my role as a citizen of the world). 	<ul style="list-style-type: none"> Use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. Study aerial photos and maps of Egypt to observe its physical and topographical features. Create maps of locations identifying patterns such as land use, climate zones, population densities and height of land. Explore locations from numerous perspectives and reflect on my own beliefs.