



Geography

HEARTS CURRICULUM - KNOWLEDGE PROGRESSION



Children study a location in each continent between Year R and Year 6. Their study of the local area widens in each phase from the school locality to the town then to the region, then country.

Each topic focusses on how the place affects the people who live there and how people affect their local area and the wider environment.

In KS2 they also learn how places change over time and aspects which stay the same.

Every Geography lesson involves an aspect of geographical enquiry, asking questions, observing, collecting, analysing, evaluating and communicating geographical information.

Every year, at least one topic includes fieldwork.

In every topic, there will be at least one geographical enquiry where children find an answer to a specific question.

When comparing people's lives in different locations around the world, authentic accounts of the lifestyle and traditions of different cultures will support pupils in developing respect for their people from different cultures.



	EYFS	KS1	LKS2	UPKS2
Locational knowledge	<p>Pupils should know That we can find different countries on a map and a globe The town and country that they live in</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> The name and locate of the world's seven continents and five oceans The name, location of four countries and capital cities of the United Kingdom and its surrounding seas The location Kenya and Antarctica on a map 	<p>Pupils should know</p> <ul style="list-style-type: none"> the location of countries in North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities the name and location of counties, cities and coastal regions within South East England 	<p>Pupils should know</p> <ul style="list-style-type: none"> the location countries in Asia and Europe, The location of India and Netherlands and be able to describe their environmental regions, key physical and human characteristics and major cities the names and location of London and its boroughs and their identifying human and physical characteristics, (including rivers) and understand how some of these aspects have changed over time. 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 – similarities and differences/	<p>Pupils should know That London is bigger than their home town People in different countries live in different types of houses and have different ways of life</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> The climate in Nairobi and Villa Las Estrellas (Antarctica) Similarities and differences between living in England and Antarctica Similarities and differences between living in England, Nairobi and a village in rural Kenya How the features of the region and their 	<p>Pupils should know</p> <p>Know the physical geography of a region of Brazil, Egypt and Tornado alley</p> <ul style="list-style-type: none"> The climate in Tornado Alley and Brazil Similarities and differences between living in England, a region in Brazil, Egypt and Tornado alley How the features of the region and their climate affect people living there 	<p>Pupils should know</p> <ul style="list-style-type: none"> Know the physical geography of a region of The Netherlands and a region in India The climate in The Netherlands and India Similarities and differences between living in England, The Netherlands and India How the features of the region and their climate affect people living there How the people affect the environment in The

living there		climate affect people living there <ul style="list-style-type: none"> • How the people affect the environment in Antarctica and Nairobi and a village in Kenya • that Nairobi is the capital of Kenya 	<ul style="list-style-type: none"> • How the people affect the environment in Brazil • Know that Brasilia is the capital of Brazil and Cairo is the capital of Egypt 	Netherlands and the region in India <ul style="list-style-type: none"> • Know the capital cities of The Netherlands and India
Human and physical geography	Different parts of the world have different weather Name the four seasons in the UK and talk about seasonal weather patterns	Pupils should know <ul style="list-style-type: none"> • 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 basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including. city, town, village, factory, farm, house, office, port, harbour, shop 	Pupils should know <ul style="list-style-type: none"> • key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • key aspects of 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 	Pupils should know <ul style="list-style-type: none"> • key aspects of: physical geography, including: climate zones, biomes and vegetation belts and rivers, key aspects of 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 know	Pupils should know how to <ul style="list-style-type: none"> • use world maps, atlases and globes • 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 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 their town and the key human and physical features of its surrounding environment 	Pupils should know how to <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 	Pupils should know how to <ul style="list-style-type: none"> • 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
Geographical Enquiry		Pupils should know how to <ul style="list-style-type: none"> • Ask and respond to basic geographical questions • Carry out a small survey of the local area/school • Communicate findings using simple drawings 	Pupils should know how to <ul style="list-style-type: none"> • Ask geographical questions • Use a simple database to present findings from fieldwork • Record findings from fieldtrips • Use a database to present findings • Use appropriate terminology 	Pupils should know how to <ul style="list-style-type: none"> • 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,

		<ul style="list-style-type: none">• Use books, maps and internet sources to find information	<ul style="list-style-type: none">• Consider how photos provide useful evidence	<p>including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <ul style="list-style-type: none">• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.• Locate position of a photo on a map• Use photographic evidence in their investigations
--	--	------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------