

Newnham St Peter's C of E Primary School

Geography: Progression Map of Skills and Vocabulary

Each mixed year group, from Years 1 to 6, teach three geography topics per year over a two-year rolling curriculum. Many units of study link to our local area to support fieldwork studies and our curiosity curriculum for our school. A field trip is planned for each academic year. In the Early Years, the foundations of geographical skills and knowledge are planned mostly through the 'Understanding The World' Early Learning Goal and through some mathematics, e.g. position and direction.

The Early Years Foundation Stage Framework

Pupils learn the language of position and direction through stories such as Rosie's Walk and We're Going on a Bear Hunt. They are encouraged to use positional language when programming a Bee Bot or following an obstacle course. They learn to sequence places on a route after listening to stories such as The Shopping Basket. Children in Reception are encouraged to talk about places they been to. The Long-Term Planning in the Early Years unit reflects seasonal changes and daily weather. Children in Reception use weather a chart to record the day's weather. They begin to understand how to respect and care for the natural environment and all living things. The children begin to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps and 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.

Key Stage One

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.

Key Stage Two

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pre-School and Reception

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| Three and Four-Year-Olds | Mathematics | Understand position through words alone. For example, "The bag is under the table," – with no pointing. <ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. |
| | Understanding the World | Use all their senses in hands-on exploration of natural materials. <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
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| Reception | Understanding the World | Draw information from a simple map. <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. | |
| ELG | Understanding the World | People, Culture and Communities | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <ul style="list-style-type: none"> • 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. |
| | | The Natural World | <ul style="list-style-type: none"> • 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. |

| | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
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| Locational Knowledge | <ul style="list-style-type: none"> • Name and locate the world's seven continents. • Name and locate the world's five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (with a focus on Italy- linking to History), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Locate Egypt (country outside of Europe-linking to History) using maps concentrating on their environmental regions, key physical and human characteristics, and major cities. | <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (with a focus on Scandinavia, Greece) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Linking with History, compare land use maps of UK from past with the present, focusing on land use. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key |

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| | | <ul style="list-style-type: none"> Name and locate the county of Gloucestershire, with a focus on the Forest of Dean and the city of Gloucester, identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time. | <p>topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> Identify 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- link to Science). |
| Place Knowledge | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in a non-European country -Africa. | <p>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> |
| Human and Physical Geography | <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Explore 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 physical and human features of their school and its grounds and of the surrounding environment. | <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical Geography, including rivers and volcanoes. Human Geography, including types of settlement and land use, economic activity, and the distribution of natural resources. | <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical Geography, including climate zone, biomes and vegetation belts, including the Amazon Rainforest and The Water Cycle (water projects), and earthquakes (North America) Human Geography, including types of settlement and land use, e.g Yorkik/ York-link to History, economic activity including tourism, trade links, and the distribution of natural resources including energy, food, minerals and water. |
| Geographical Skills and Fieldwork | <ul style="list-style-type: none"> Use maps, atlases, and globes to identify the continents and oceans studied at this key stage. Use locational and directional language (e.g., near and far; left and right), to describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and | <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the | <ul style="list-style-type: none"> Use maps, atlases, globes and basic digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. |

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| | <p>physical features; devise simple picture maps.</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of Newnham St Peter's C of E Primary School, its grounds within the village of Newnham. | <p>United Kingdom in the past and present.</p> <ul style="list-style-type: none"> Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and basic digital technologies. | <ul style="list-style-type: none"> Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and basic digital technologies. |
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Key Geography Vocabulary List

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|---------------------|---------------------|--------------------------|--------------------------------------|-----------|---------------------|------------------------|--------------------|
| world | capital city | city/ major cities | Oceania | compass | latitude | beach | climate zone |
| locality | season | atlas | Asia | direction | longitude | cliff | biomes |
| location | weather | globe | | North | Tropic of Cancer | coast | volcano |
| place | climate | landmark | grid reference (4 and 6) | South | Tropic of Capricorn | forest | earthquake |
| human geography | Equator | environment | region | East | aerial photograph | hill | water cycle |
| physical geography | North Pole | United Kingdom | Map (ordnance survey) | West | data | mountain | village |
| continent | South Pole | Europe | key | near | diagram | river | port |
| ocean | landscape | North America | symbol | far | fieldwork | soil | harbour |
| country | hot | South America | feature | left | characteristic | valley | settlement |
| sea | cold | Africa | route | right | town | vegetation | land use |
| factory | office | shop | farm | features | region | topographical features | Russia |
| Northern Hemisphere | Southern Hemisphere | Arctic/ Antarctic Circle | Prime/ Greenwich Meridian time zones | | economic activity | trade links | land- use patterns |

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| temperature | population | pollution | Natural resources | | | |
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| <u>Year Groups</u> | <u>Key Vocabulary</u> |
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| 1 & 2 | season weather beach cliff coast village locality hot cold forest hill river world office shop farm map right left environment near far place town city/capital city country sea ocean globe factory port harbour valley vegetation United Kingdom soil route symbol key Compass Directions (North, East, South, West) aerial photos location human/ physical features fieldwork landmark continent |
| 3 & 4 | city/ major cities atlas region location water cycle Europe topographical feature Russia Africa settlement mountain volcano Asia earthquake landscape North/ South Pole climate zones Equator Ordnance survey maps 4 figure grid references biomes Oceania population temperature |
| 5 & 6 | North America South America longitude latitude 6 figure grid references Tropics of Capricorn/ Cancer landuse Northern/ Southern hemisphere Prime/ Greenwich Meridian time zones Economic activity Trade links land- use patterns pollution natural resources |

Notes

Spiral curriculum means that the vocabulary is repeated and used again as the children progress through each Key Stage/ Year Group.

There will also be a whole wealth of vocabulary linked to the key areas of physical/ human geography case studies