



## **EYFS – Geography Skills Progression**

**Intent:** At Pot Kiln we are committed to providing opportunities for the children to investigate the world around them and our local area of Great Cornard and Sudbury so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. As children travel through their journey at Pot Kiln we aim to build children's geographical skills and questioning through the four main areas of the geography curriculum.

<p style="text-align: center;"><b><i>Locational Knowledge</i></b></p> <p><b>Understanding of the world ELG (world):</b></p> <ul style="list-style-type: none"><li>• They talk about the features of their own immediate environment and how environments might vary from one another.</li></ul>	<p style="text-align: center;"><b><i>Human and Physical Geography</i></b></p> <p><b>Understanding of the world 30-50mths (world):</b></p> <ul style="list-style-type: none"><li>• Developing an understanding of growth, decay and changes over time.</li><li>• Shows care and concern for living things and the environment.</li></ul> <p><b>Understanding of the world 40-60mths (world):</b></p> <ul style="list-style-type: none"><li>• Looks closely at similarities, differences, patterns and change.</li></ul> <p><b>Understanding the World 40-40mths (People and Communities):</b></p> <ul style="list-style-type: none"><li>• Children know about similarities and differences between themselves and others, and among families, communities and traditions.</li></ul>
<p style="text-align: center;"><b><i>Place Knowledge</i></b></p> <p><b>Understanding of the world 30-50mths (world):</b></p> <ul style="list-style-type: none"><li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li></ul>	<p style="text-align: center;"><b><i>Geographical skills and fieldwork</i></b></p> <p><b>Understanding of the world 30-50mths (world):</b></p> <ul style="list-style-type: none"><li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li></ul> <p><b>Understanding of the world 40-60mths (world):</b></p> <ul style="list-style-type: none"><li>• Looks closely at similarities, differences, patterns and change.</li><li>• begin to draw simple maps of imaginary places</li></ul> <p><b>Understanding of the world ELG (world):</b></p> <ul style="list-style-type: none"><li>• They make observations of animals and plants and explain why some things occur, and talk about changes.</li></ul>



# Year 1 – Geography Skills Progression

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<p style="text-align: center;"><b>Locational Knowledge</b></p> <ul style="list-style-type: none"><li>• Name and locate the world's 7 continents and 5 oceans</li><li>• Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li></ul>	<p style="text-align: center;"><b>Human and physical Geography</b></p> <ul style="list-style-type: none"><li>• Identify 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</li><li>• Use basic geographical vocabulary to refer to: 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>
<p style="text-align: center;"><b>Place Knowledge</b></p> <ul style="list-style-type: none"><li>• 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</li></ul>	<p style="text-align: center;"><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"><li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as 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 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; devise a simple map; and 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>



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<p style="text-align: center;"><b>Locational Knowledge</b></p> <ul style="list-style-type: none"><li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and 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, 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, 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)</li></ul>	<p style="text-align: center;"><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"><li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>• Describe and understand 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</li></ul>
<p style="text-align: center;"><b>Place Knowledge</b></p> <ul style="list-style-type: none"><li>• 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 North or South America</li></ul>	<p style="text-align: center;"><b>Geographical Skills and Fieldwork</b></p> <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 8 points of a compass, 4 and 6-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</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>



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<p style="text-align: center;"><b>Locational Knowledge</b></p> <ul style="list-style-type: none"><li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and 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, 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, 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)</li></ul>	<p style="text-align: center;"><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"><li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>• Describe and understand 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</li></ul>
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<p style="text-align: center;"><b>Place Knowledge</b></p> <ul style="list-style-type: none"><li>• 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 North or South America</li></ul>	<p style="text-align: center;"><b>Geographical Skills and Fieldwork</b></p> <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 8 points of a compass, 4 and 6-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</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>



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# **Geography at Pot Kiln**

## **Intent**

At Pot Kiln primary school our intention for the geography curriculum is to inspire children's curiosity and fascination in the world around them and its people that will remain with them for the rest of their lives. Through our teaching we aim to equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We are committed to providing opportunities for the children to investigate our local area of Great Cornard and Sudbury so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. As children travel through their journey at Pot Kiln we aim to build children's geographical skills and questioning through the four main areas of the geography curriculum.

## **Implementation**

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, this helps children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging and cross curricular tasks beyond the classroom.

## **Impact**

Outcomes in topic folders and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. Through the use of knowledge harvests children also record what they have learned comparative to their starting points at the end of every topic. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Regular school trips provide further relevant and contextual learning. Impact can also be measured through conversations with children and the termly analysis of data, which pinpoints areas for development and strengths in geography.