**EYFS and KS1 Geography Progression CTK 2023-2024**

**National Curriculum Objectives/Knowledge Statements:**

Key stage 1 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. Pupils should be taught to:

**Locational knowledge**

* name and locate the world’s seven continents and five oceans
* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge**

* understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, (**Bromborough, Eastham, Wembury**) and of a small area in a contrasting non-European country (**Kampong Ayer)**

**Human and physical geography**

* 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
* 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
  + key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Y1Y2

**Geographical skills and fieldwork**

* 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
* 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 Geography – key stages 1 and 2 3
* 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 the key human and physical features of its surrounding environment
* ***Geography’s subject association, the Geographical Association (GA), cites Alistair Bonnett in its attempt to answer the question ‘What is Geography?’***
* ***‘Professor Alistair Bonnett describes geography as ‘the world discipline’, an unwieldy yet utterly necessary and very human project to seek order and meaning in the diversity and complexity of the world.’***
* ***OFSTED geography subject report September 2023 – Getting our bearings.is***

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|  | **FS1** | **FS2** | **Y1** | **Y2** |
| **maps** | * draw simple maps of their   immediate environment, or maps from imaginary story settings they are familiar with. | * Student drawn maps of classroom, story maps, walk around school, walk to postbox * Google Earth as a class * Introduce N and South | What is the Geography of where I live?   * Using google earth as a class * United Kingdom map with 4 countries * Ariel photos * World map with continents, equators and poles and simple keys for hot and cold places * Know N and S | Why do we love to be beside the seaside?   * Using google earth as a class * United Kingdom map with 4 countries * World map with continents, equators and poles and 5 oceans * Know 4 compass points and be introduced to SW * Globe   How does the geography of Kampong Ayer compare with where I live?   * Create plans of house |
| **Locational**  **UK** | name of the road, and or village/town/city the  school is located in.  Look at aerial views of the school setting  Know country | Our Local Area | What is the Geography of where I live?   * Names of and locate 4 countries that make up UK * Locate **Bromborough and Eastham** in Wirral * River Mersey | Why do we love to be beside the seaside?   * Names of and locate 4 countries that make up UK and 3 main seas surrounding * Locate **Devon** in SW of England (Wembury – beach)   Why does it matter where my food comes from?   * Devon – dairy farm |
| **Locational World** |  |  | Why Don’t Penguins Need to Fly?   * **locate** the seven continents * Equator, North Pole and South Pole   Why don’t penguins need to fly?   * North and South poles * Equator * Hot and cold places | Why do we love to be beside the seaside?   * **Name and locate** the seven continents and five oceans of the world together with the North Pole, South Pole and Equator on an outline map   How does the geography of Kampong Ayer compare with where I live   * Locating Asia and equator   Why does it matter where my food comes from?   * Costa Rica |
| **Place Knowledge** | Know that there are different countries in the world and talk about them  . | Use books and pictures and talk about environments that are different  from the one in which they live  Talk about environment of Eastham Woods | What is the Geography of where I live?   * **Bromborough and Eastham** Woods   Why don’t penguins need to fly?   * **Sahara Desert with Antarctica**   How does weather affect our lives   * Sahara Desert with Antarctica | Why do we love to be beside the seaside?   * **Wembury Beach** in Devon   How does the geography of Kampong Ayer compare with where I live?   * Comparing transport, schools, landscape and weather of **Kampong Ayer** - small, contrasting**, non European place**   Why does it matter where my food comes from?   * Country of Devon - dairy farms |
| **Human and Physical** | Interest in different occupations, especially those that help us | Name and describe different people they are familiar with in their community  comment  on what they notice around them and on google earth, recognising buildings, open space, roads, churches, shops and other simple features | What is the Geography of where I live?   * Sorting human and physical pictures * Human features of local area * Changes over time * **Describe** what each of these land use categories is and examples in Brombrough and Eastham– *transport, residential, economic activity, public services and open space*   Why don’t penguins need to fly?   * Hot and cold places * Physical features of Antarctic – desert, ice, mountains * Physical features of Sahara   How does the weather affect our lives?   * Daily and seasonal weather patterns in UK and local area | Why do we love to be beside the seaside?   * **Identify, describe** and **compare** physical and human features of the seaside, countryside and cities * **Describe** what the terms ‘coast’, ‘rural’ and ‘urban’ mean * **Identify and describe** some physical features of the coastline   How does the geography of Kampong Ayer compare with where I live?   * Comparing transport, schools, landscape and weather of Kampong Ayer with local area   Why does it matter where my food comes from?  Country of Devon - features that make it good for a dairy farm |
| **Skills and Fieldwork** |  | North on compass | What is the Geography of where I live?   * Birds eye view on google earth * Walk around school grounds identifying human and physical features * Make simple maps of local area * N and S   How does the weather affect our lives?   * Weather recording using observations and equipment (rain gauge, okta, wind vane) * Weather symbols and chart | N S E W on a compass  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 |
| **Map focus for Fieldwork week** |  |  | **Key Ideas**   * Maps and plans are views from above or a ‘bird’s eye view’ of a place and use symbols. * Maps and plans show the distance between places or objects accurately, through using a map scale. * They can be drawn at different levels of detail: from the positions of objects in a room (a plan) to the location of countries, continents and oceans in the world (a world map).   There are four main compass points which help people to navigate direction: North, South, East and West  **Learning Objective**  To create plan of the classroom | **Key Ideas**   * A map of the school grounds is a ‘smaller scale’ map than the map of the classroom as it represents a larger space at a lower level of detail. * Using a map scale means the distance between places is shown accurately. * Map symbols are pictures to represent human (man-made) and physical (natural) features of the landscape. * Symbols are useful as they prevent maps from being covered in too many word labels. Map keys show what each symbol means. * An aerial photo is a photograph from above. Photos from above help people draw maps accurately.   **Learning Objective**  To create a map of the school using symbols and a map key. |
| **Their impact on the environment/locality** |  |  | Litter in Eastham Woods?  Global warming (age appropriate) and melting ice caps | **Identify and give examples** of some ways people can impact negatively and pollute coastal environments |