



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>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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 the position and significance of the Equator, Northern and Southern Hemisphere, the Tropic of Cancer and Capricorn. Key topographical features including hills, mountains, coasts and rivers 	<p>Pupils should know</p> <ul style="list-style-type: none"> 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 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, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Land-use patterns and how they have changed over time
Place knowledge –	<p>Pupils should know That London is bigger than their home town</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 	<p>Pupils should know Know the physical geography of a region of Brazil, North America (Tornado Alley) and coastal regions in the South of England.</p>	<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 including rivers, mountains and their climate

<p>similarities and differences/ living there</p>	<p>People in different countries live in different types of houses and have different ways of life</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	<ul style="list-style-type: none"> • Similarities and differences between living in England, Nairobi and a village in rural Kenya • How the features of the region and their climate affect people living there • 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"> • The climate in locations of North and South America • Geographical similarities and differences between coastal regions of England, a region in Brazil, and Tornado alley • How the features of the region and their climate affect people living there • How the people affect the environment in Brazil • Know that Brasilia is the capital of Brazil and Washington DC is the capital of America. 	<ul style="list-style-type: none"> • Similarities and differences between human geography in England, India and the Netherlands including types of settlement, economic activity, distribution and trade. • How the physical and human features of the region and their climate affect people living there • How the people affect the environment in England, The Netherlands and regions in India • Know the capital cities of The Netherlands and India
<p>Human and physical geography</p>	<p>Different parts of the world have different weather</p> <p>Name the four seasons in the UK and talk about seasonal weather patterns</p> <p>Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>Pupils should know</p> <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 <p>basic geographical vocabulary to refer to:</p> <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 	<p>Pupils should know</p> <p>describe and understand key aspects of: - physical geography, including: biomes (rainforest), rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use</p>	<p>Pupils should know</p> <p>describe and understand key aspects of: - physical geography, including: rivers, mountains, climate zones, biomes and vegetation belts</p> <p>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</p>
<p>Geographical skills and fieldwork</p>	<p>Pupils should know</p> <p>Draw information from a simple map.</p>	<p>Pupils should know how to</p> <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 	<p>Pupils should know how to</p> <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, 	<p>Pupils should know how to</p> <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

		<p>right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> • 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 	<p>including sketch maps, plans and graphs, and digital technologies</p>	<ul style="list-style-type: none"> • 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
<p>Geographical Enquiry</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	<p>Pupils should know how to</p> <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 • Use books, maps and internet sources to find information 	<p>Pupils should know how to</p> <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 • Consider how photos provide useful evidence 	<p>Pupils should know how to</p> <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, including maps, diagrams, • globes, aerial photographs and Geographical Information Systems (GIS) • 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