

Flowery Field Primary School - Geography

Threshold Concepts Progression

EYFS Curriculum

Understanding the world:

Guide children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Nursery -

Talk about what they see using a wide vocabulary.

Show interest in different occupations.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception –

Talk about members of their immediate family and community.

Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

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.

Level Expected at the end of EYFS

People Culture and Communities Early Learning Goal

Children at expected level of development will:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.



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 Early Learning Goal

Children at expected level of development will:

Explore the natural world around them, making observations and drawing pictures of animals and plants. 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 and changing states of matter.

Key Stage 1 National Curriculum

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, and of a small area in a contrasting non-European country

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

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
- 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.

Key Stage 2 National Curriculum

Pupils should be taught to:

Locational knowledge

- 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
- 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
- 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)

Place knowledge

• 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

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle



- 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**
- 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.

<u>Intent</u>

We offer a high-quality geography education that inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Currently the school is embarking on a new structure for the foundation subjects and this includes geography. The intention of this plan is to ensure that all staff within Flowery Field know how the skills and concepts build upon each other and help the teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. The plan aims to develop geographical skills and concepts which are transferable to the areas being studied and will equip children for future learning. These key skills and concepts, which are revisited throughout different units, are: Place, People and Geographical Skills.

Implementation

Our geography teaching equips pupils 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. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children study one area of the Geography curriculum in depth (yearly), this builds on children's prior learning to develop their understanding of key geographical skills and concepts: People, Place and Skills.

Impact



The Humanities team, which comprises a member from each phase, will monitor the study of Geography (as part of the school's monitoring cycle) using a range of strategies. Book scrutiny will take place after the completion of the geography unit. The team will look for evidence in the books and cross-reference them with the objectives for the year group. These are then matched to ensure complete coverage.

| People | | | | | | | |
|---|-------------------------------|--|-----------------------------------|--|---------------------------|-----------|--|
| Early Years | Early Years Y1 Y2 Y3 Y4 Y5 Y6 | | | | | | |
| See Understanding the KS1 Geography National Curriculum | | | KS2 Geography National Curriculum | | KS2 Geography National Cu | ırriculum | |
| world area of learning | | | | | - | | |



| above for Nursery and Reception. | Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. | | Children locate a range of the world's most significant human and physical features. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes | | Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, | |
|---|---|--|--|---|--|---|
| Children can: | Children can: Children can: | | | | and of the formation and use environments. | |
| Refer to key human features including country, town, farm, house, building, shop, school; | Refer to key human features including, country, town, village, farm, house, port, harbour and shop; | Refer to key human features, including continent, country, county, city, town, village, factory, farm, house, office, port, harbour and shop. | Explore similarities and differences, comparing the human geography of a region of the UK and a region of Tectonic activity; Understand key aspects of human geography, including: types of settlement, land use and environmental issues associated with Volcanoes around the world; Use key vocabulary to demonstrate knowledge and understanding: pollution, settlement, settler, site, need, shelter, food. | Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and Europe; Understand key aspects of human geography, including: types of settlement, land use, energy, pollution; Use key vocabulary to demonstrate knowledge and understanding: evaporation, condensation, precipitation, cooling, | Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and South America; Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity, distribution of natural resources including energy, food, minerals and water; Use key vocabulary to demonstrate knowledge and understanding: environmental disaster, resources, services, | Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and North America; 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; Use key vocabulary to demonstrate knowledge and understanding: environmental disaster, |



| | filter, pollution, settlement, settler, site, need, shelter, food. | goods, import, export, trade, efficiency, conservation, carbon footprint, positive, negative, economic, social, environmental. | settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, efficiency, conservation, carbon footprint, |
|--|---|---|--|
| | | | tourism, positive, negative, economic, social, environmental. |



| Place | | | | | | | |
|--|---|--|--|---|---|---|--|
| Early Years | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | |
| See Understanding the world area of learning above for Nursery and Reception. | KS1 Geography Natio Pupils develop context location of globally sign should develop knowle world, the United King locality. Children begin to unde vocabulary relating to geography. Children will understar human geographical fe They identify seasonal patterns. | nal Curriculum ual knowledge of the nificant places. They edge about the dom and their erstand basic human and physical and key physical and eatures of the world. | KS2 Geography Nationa Pupils should extend thei | I Curriculum r knowledge and e local area to include the ope, North and South textual knowledge of the cant places – both derstanding, recognising cal and human geographical similarities the study of human and egion of the United ropean country and a uth America f the world's most ysical features. Explain ve formed, why they are | KS2 Geography Nationa Pupils should extend thei understanding beyond th United Kingdom and Euro America. They will begin to tourism and its impact. Cl contextual knowledge of significant places – both to Children develop their un and identifying key physic features of the world; how and how they bring about over time. Children can understand a differences through the s geography of a region of the region within North or So Children will locate a rang significant human and ph physical features have for and how they can change Children can understand interdependent and how variation and change ove their understanding of the | I Curriculum r knowledge and e local area to include the ope, North and South to explore the concept of hildren can develop the location of globally terrestrial and marine. derstanding of recognising cal and human geographical w these are interdependent t spatial variation and change geographical similarities and tudy of human and physical the United Kingdom and a uth America. ge of the world's most ysical features. Explain how rmed, why they are significant t. how these are they bring about spatial r time. Children will deepen e interaction between esses, and of the formation | |
| Children can: | Children can: | Children can: | Children can: | Children can: | Children can: | Children can: | |



| | | | 1 | 1 | 1 | |
|----------------------|------------------------|---------------------|----------------------------|------------------------|-----------------------------|----------------------------|
| Name and locate the | Name, locate and | Name and locate | Locate the world's | Name and locate | Use maps to locate the | Use maps to locate the |
| UK; | identify | the world's seven | countries, using maps to | counties and cities of | world's countries with a | world's countries with a |
| | characteristics of the | continents and five | focus on Volcanic regions, | the United Kingdom, | focus on South America, | focus on North America, |
| Compare their | four countries and | oceans; | concentrating on key | identifying physical | concentrating on their | concentrating on their |
| hometown to a | capital cities of the | oceans, | physical characteristics : | characteristics | environmental regions, | environmental regions, |
| contrasting location | United Kingdom and | Compare the UK | topographical features – | including hills, | key physical and human | key physical and human |
| • | its surrounding seas; | with a contrasting | hills, mountains, coasts & | mountains, rivers and | characteristics, countries, | characteristics, countries |
| and identify some | its surrounding seas; | - | | | | |
| similarity and | C | country in the | rivers; | seas, and how a place | and major cities; | and major cities; |
| differences; | Compare a local | world; | | has changed; | | |
| | city/town in the UK | | Identify the position and | | Identify the position and | Identify the position and |
| | with a contrasting | Identify seasonal | significance of plus | Identify the position | significance of latitude, | significance of latitude, |
| | city/town in a | and daily weather | associated vocabulary: | and significance of | longitude, Equator, | longitude, Equator, |
| | different country; | patterns in the | latitude, longitude, | plus associated | Northern Hemisphere, | Northern Hemisphere, |
| | | United Kingdom | Equator, Northern | vocabulary: latitude, | Southern Hemisphere and | Southern Hemisphere an |
| | Identify seasonal | and the location of | Hemisphere, Southern | longitude, Equator, | use longitude and latitude | use longitude and latitud |
| | and daily weather | hot and cold areas | Hemisphere, the Tropics | Northern | to find locations on a | to find locations on a |
| | patterns in the | of the world in | of Cancer and Capricorn, | Hemisphere, | map; | map; |
| | United Kingdom and | relation to the | Arctic and Antarctic | Southern | | |
| | the location of a hot | Equator and the | Circle, volcanoes, | Hemisphere, the | Understand geographical | Understand geographical |
| | area of the world | North and South | earthquakes, epicentre, | Tropics of Cancer and | similarities and | similarities and |
| | (India) in relation to | Poles; | magnitude, shockwave, | Capricorn, Arctic and | differences through the | differences through the |
| | the Equator. | | tsunami, mantle, outer | Antarctic Circle, the | study of physical | study of physical |
| | | Use key vocabulary | core, earth's crust, | Prime/Greenwich | geography of a region of | geography of a region of |
| | Use key vocabulary | to demonstrate | dormant, extinct, active; | Meridian and time | the United Kingdom and | the United Kingdom and |
| | to demonstrate | knowledge and | | zones; | South America; | North America: |
| | knowledge and | understanding: | Explain how physical | | | |
| | understanding: | world map, | features have formed, | Explore similarities | Understand physical | Understand physical |
| | United Kingdom, | continent, ocean, | why they are significant | and differences | geography, including: | geography, including: |
| | England, Scotland, | Europe, Africa, | and how they can change. | comparing the | climate zones, biomes; | climate zones, biomes |
| | Wales, Northern | Asia, Australasia, | Understand geographical | physical geography of | cimate zones, biomes, | and vegetation belts, |
| | Ireland, town, city, | North America, | similarities and | a region of the UK | Use key vocabulary to | mountains and the water |
| | village, sea, beach, | South America, | differences through the | and a region of | demonstrate knowledge | cycle; |
| | | , | 5 | 0 | 5 | |
| | harbour, port, hill, | Antarctica, capital | study of physical | Europe | and understanding: atlas, | |
| | mountain, London, | city, compare, | geography of a region of | | index, coordinates, | Use key vocabulary to |
| | Belfast, Cardiff, | similarities, | tectonic activity; | | latitude, longitude, | demonstrate knowledge |



| Edinburgh, capital | differences, | contour, altitude, peaks | , and understanding: atlas, |
|--------------------|--------------|---------------------------|-----------------------------|
| city, India, same, | population; | slopes, continent, | index, coordinates, |
| different, Asia, | | country, city, South | latitude, longitude, |
| weather; | | America, border, key, | contour, altitude, peaks, |
| | | climate, physical feature | es, slopes, continent, |
| | | land use, natural | country, city, North |
| | | resources. | America, border, key, |
| | | | climate, physical features, |
| | | | land use, natural |
| | | | resources. |
| | | | |



| Geographical skills | | | | | | | |
|--------------------------|------------------------|-----------------------|-----------------------------------|------------------------|-----------------------------------|--------------------------------|--|
| Early Years | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | |
| See Understanding the | KS1 Geography Natio | nal Curriculum | KS2 Geography National Curriculum | | KS2 Geography National Curriculum | | |
| world area of learning | Children can interpret | geographical | Children collect, analyse an | d communicate a range | Children will become confid | dent in collecting, analysing, | |
| above for Nursery and | information from a rar | nge of sources. They | of data gathered through fi | eldwork that deepens | and communicating a range | e of data. Children can | |
| Reception. | can communicate geo | graphical information | their understanding of geog | graphical processes. | explain how the Earth's fea | tures at different scales are | |
| | in a variety of ways. | | They interpret a range of so | ources of geographical | shaped, interconnected and | d change over time | |
| | | | information including maps | s, diagrams, globes, | | | |
| | | | aerial photographs and Geo | ographical Information | | | |
| | | T | Systems (GIS). | 1 | | | |
| Children can: | Children can: | Children can: | Children can: | Children can: | Children can: | Children can: | |
| Use a map and globe | Use world maps and | Use world maps, | Use maps, atlases, globes | Use maps, atlases, | Use maps, atlases, globes | Use maps, atlases, globes | |
| to identify where the | globes to identify | atlases and globes | and digital/computer | globes and | and digital/computer | and digital/computer | |
| UK is located; | two countries: UK | to identify the | mapping to locate | digital/computer | mapping to locate | mapping to locate | |
| | and India; | countries, | countries/continents and | mapping to locate | countries/continents and | countries/continents and | |
| Use a simple map; | | continents and | describe features studied; | countries and | describe features; | describe features; | |
| | Devise a simple | oceans studied at | | describe features | | | |
| Use simple directional | map; | this key stage; | Use symbols and keys | studied; | Use the eight points of a | | |
| vocabulary: left, right, | | | (including the use of | | compass, four figure grid | Use the eight points of a | |
| up, down. | Use simple compass | Use simple | Ordnance Survey maps), | Use symbols and keys | references, symbols and | compass, six-figure grid | |
| Use simple fieldwork | directions: North, | compass directions | to build their knowledge | (including the use of | key (including the use of | references, symbols and | |
| and observational | South, East, West. | and locational and | of the wider world; | Ordnance Survey | Ordnance Survey maps) | key (including the use of | |
| skills to study the | Use simple fieldwork | directional to | | maps), to build their | to build their knowledge | Ordnance Survey maps) | |
| geography of the | and observational | describe the | Use key vocabulary to | knowledge of the | of South America; | to build their knowledge | |
| surrounding area, | skills to study the | location of features | demonstrate knowledge | United Kingdom and | | of North America | |
| including key human | geography of the | and routes on a | and understanding: map, | the wider world; | Use fieldwork to observe, | | |
| and physical features | area being studied, | map; | aerial view, feature, key, | | measure, record and | Use lines of latitude and | |
| through observation, | including key human | | symbol, land use, urban, | Use fieldwork to | present human features | longitude to understand | |
| discussion and | and physical | Devise a simple | rural, population, | observe and present | using a range of methods, | time zones around the | |
| questioning; | features, using a | map; and use and | coordinates; | the human and | including sketch maps, | world; | |
| Llas kou va sabular: *- | range of methods | construct basic | | physical features in | plans and graphs, and | | |
| Use key vocabulary to | such as drawing, | symbols in a key; | | the local area using | digital technologies; | Use key vocabulary to | |
| demonstrate | collecting data. | | | sketch maps, plans | | demonstrate knowledge | |



| knowledge and | | Use key vocabulary | and digital | Use key vocabulary to | and understanding: atlas, |
|----------------------|-----------------------|----------------------|-----------------------|---------------------------|---------------------------|
| understanding: near, | Use key vocabulary | to demonstrate | technologies; | demonstrate knowledge | index, coordinates, |
| far, close, further, | to demonstrate | knowledge and | | and understanding: atlas, | latitude, longitude, key, |
| look, map, globe, | knowledge and | understanding: | Use key vocabulary to | index, coordinates, | symbol, Ordnance Survey, |
| place, journey, | understanding: | compass, 4-point, | demonstrate | latitude, longitude, key, | compass, legend, borders, |
| | compass, 4-point, | direction, plan, | knowledge and | symbol, Ordnance Survey, | northings, eastings |
| | direction, plan, | record, observe, | understanding: | compass, legend, borders, | |
| | record, observe, key, | aerial view, key, | sketch map, map, | fieldwork, measure, | |
| | map, symbols, | map, symbols, | aerial view, feature, | observe, record, map, | |
| | direction, position, | direction, position, | annotation, | sketch, graph. | |
| | route, journey, the | route, journey, the | landmark, distance, | | |
| | UK, changes, tally | UK, changes, tally | key, symbol, land use | | |
| | chart, pictogram, | chart, pictogram, | urban, rural, | | |
| | world map, country, | world map, | population, | | |
| | landmark; | country, continent, | coordinates; | | |
| | | human, physical. | | | |