



## **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.

### **Intent**

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	Y1	Y2	Y3	Y4	Y5	Y6
See Understanding the world area of learning	KS1 Geography National Curriculum		KS2 Geography National Curriculum		KS2 Geography National Curriculum	



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



				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.
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<p>Name and locate the UK;</p> <p>Compare their hometown to a contrasting location and identify some similarity and differences;</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</p> <p>Compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of a hot area of the world (India) in relation to the Equator.</p> <p>Use key vocabulary to demonstrate knowledge and understanding: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, harbour, port, hill, mountain, London, Belfast, Cardiff,</p>	<p>Name and locate the world's seven continents and five oceans;</p> <p>Compare the UK with a contrasting country in the world;</p> <p>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;</p> <p>Use key vocabulary to demonstrate knowledge and understanding: world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, capital city, compare, similarities,</p>	<p>Locate the world's countries, using maps to focus on Volcanic regions, concentrating on key physical characteristics : topographical features – hills, mountains, coasts &amp; rivers;</p> <p>Identify the position and significance of plus associated vocabulary: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, volcanoes, earthquakes, epicentre, magnitude, shockwave, tsunami, mantle, outer core, earth's crust, dormant, extinct, active;</p> <p>Explain how physical features have formed, why they are significant and how they can change. Understand geographical similarities and differences through the study of physical geography of a region of tectonic activity;</p>	<p>Name and locate counties and cities of the United Kingdom, identifying physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</p> <p>Identify the position and significance of plus associated vocabulary: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones;</p> <p>Explore similarities and differences comparing the physical geography of a region of the UK and a region of Europe</p>	<p>Use maps to locate the world's countries with a focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and South America;</p> <p>Understand physical geography, including: climate zones, biomes;</p> <p>Use key vocabulary to demonstrate knowledge and understanding: atlas, index, coordinates, latitude, longitude,</p>	<p>Use maps to locate the world's countries with a focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and North America;</p> <p>Understand physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</p> <p>Use key vocabulary to demonstrate knowledge</p>
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	Edinburgh, capital city, India, same, different, Asia, weather;	differences, population;			contour, altitude, peaks, slopes, continent, country, city, South America, border, key, climate, physical features, land use, natural resources.	and understanding: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, border, key, climate, physical features, land use, natural resources.
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Geographical skills						
Early Years	Y1	Y2	Y3	Y4	Y5	Y6
See Understanding the world area of learning above for Nursery and Reception.	<b>KS1 Geography National Curriculum</b> Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.		<b>KS2 Geography National Curriculum</b> Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).		<b>KS2 Geography National Curriculum</b> Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time	
Children can:  Use a map and globe to identify where the UK is located;  Use a simple map;  Use simple directional vocabulary: left, right, up, down. Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features through observation, discussion and questioning;  Use key vocabulary to demonstrate	Children can:  Use world maps and globes to identify two countries: UK and India;  Devise a simple map;  Use simple compass directions: North, South, East, West. Use simple fieldwork and observational skills to study the geography of the area being studied, including key human and physical features, using a range of methods such as drawing, collecting data.	Children can:  Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;  Use simple compass directions and locational and directional to describe the location of features and routes on a map;  Devise a simple map; and use and construct basic symbols in a key;	Children can:  Use maps, atlases, globes and digital/computer mapping to locate countries/continents and describe features studied;  Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the wider world;  Use key vocabulary to demonstrate knowledge and understanding: map, aerial view, feature, key, symbol, land use, urban, rural, population, coordinates;	Children can:  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;  Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;  Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans	Children can:  Use maps, atlases, globes and digital/computer mapping to locate countries/continents and describe features;  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 South America;  Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;	Children can:  Use maps, atlases, globes and digital/computer mapping to locate countries/continents and describe features;  Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of North America  Use lines of latitude and longitude to understand time zones around the world;  Use key vocabulary to demonstrate knowledge



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