

# PROGRESSION OF KNOWLEDGE AND SKILLS – Geography

<b>EYFS</b>	<b>Nursery</b>			<b>Reception</b>		
	<ul style="list-style-type: none"> <li>Understand the concept of the world E.g through stories about different environments such as Owl Babies, Rumble in the Jungle, Farmyard Hullabaloo</li> <li>Know where they live – town E.g Discussion when walking through Shildon to visit the library.</li> <li>Know who they live with E.g Making their family members with pebbles to enter into a discussion with adults.</li> <li>Talk about the daily weather and link to seasons E.g. Daily weather chart is completed with the children.</li> <li>Understand modes of transport E.g. Transport topic explores trains, boats and aeroplanes. Children have access to a range of vehicles with the small world area in continuous provision.</li> <li>Follow simple directions – backwards, forwards E.g. In Pe lessons or outdoor games</li> </ul>			<ul style="list-style-type: none"> <li>Understand the concept of the world and that different people live in different places E.g Children learn about the Arctic and the Antarctic, other countries are discussed when reading class stories and children find out about China during their work on Chinese New Year.</li> <li>Identify similarities and differences in different environment E.g. Children are able to compare Shildon with a seaside town when reading The Lighthouse Keeper’s Lunch.</li> <li>Develop understanding of locational knowledge – beach, city, river, country E.g often linked to stories – Lighthouse keeper’s lunch, Six Dinner Sid, Scarecrow’s Wedding</li> <li>To know where they live – first line of address, house number, town - this is a taught activity.</li> <li>Develop understanding of transport and make links – e.g. cars –road, train – tracks E.g Through enhanced provision in small world area – train set, road maps and cars etc.</li> <li>Draw information from a simple map - follow a simple route or describe position of key features using positional language. E.g Children create a 3D map using road pieces, placing buildings and describing their position. We have a ‘Where in the World...?’ area in continuous provision with globes, maps and atlases.</li> </ul>		
<b>Skills</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Location</b>	Find Shildon and London on a map. Identifying seaside towns on a map Name and locate the four countries and the capital cities of the UK Identify Europe and Asia	Locate the UK and name its countries and capital cities using a map. Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world’s seven continents and five oceans. Locate the Farnes Islands Locate South Africa on a map and its key places.	Revise and locate: - Shildon - UK Countries - UK capital cities - Seas surrounding the UK - Continents - 5 oceans Teach - major rivers and mountains of the UK - Locating Russia and its key places - Locating Antarctic – North and south Poles	Revise and locate: - Shildon - UK Countries - UK capital cities - Seas surrounding the UK - Continents - 5 oceans - major rivers and mountains of the UK Teach - Regions, e.g. north east, south east - UK Counties - Locating Asia on a map with the main focus being India - Locating Italy on a map	Revise and locate: - Shildon - UK Countries - UK capital cities - Seas surrounding the UK - Continents - 5 oceans - Regions in the UK - Counties in the UK - major rivers and mountains of the UK Teach - Major countries of the world - Locating Oceania and its key places	Revise and Locate: - Shildon - regions in the UK - Counties in the UK - Countries in the UK - Capital cities in the UK - Seas surrounding the UK - major rivers and mountains of the UK - Continents - 5 oceans of the world - Major countries of the World Teach - Major cities of the world - Locating places and landmarks in North and South America
<b>Investigate and Compare and Contrast Places</b>	Place focus – Asia - China Understand similarities and differences of Shildon and a local city - Durham Understand similarities and differences of Shildon and local town – Bishop Auckland	Place focus – Africa – South Africa Identify the characteristics of the four countries and capital cities of the UK Understand similarities and differences of Shildon and of a small area in the UK – Farne Island	Place Focus – Russia and Antarctica Investigate the key information of Antarctica and compare with the human and physical geography of the UK. Investigate the key information of Russia and compare with the	Place Focus – Asia – India and Italy Investigate the key features of Italy. Location, population, culture, food, currency, land use, landmarks and economy.	Place Focus – Oceania To investigate the key features of Oceania and compare the human and physical features with Europe. Identify a region of Oceania and compare the human and physical features with an area in the UK	Place Focus – North and South America To investigate the key features of North and South America and compare the human and physical features.

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	<p>Investigate China</p> <ul style="list-style-type: none"> <li>- Where is China?</li> <li>- What is life like in different parts of China?</li> <li>- Understanding the key Chinese cultures</li> </ul>	<p>Understand similarities and differences of Shildon and a contrasting non-European country.</p> <p>Investigate South Africa</p> <ul style="list-style-type: none"> <li>- Where is South Africa?</li> <li>- What if life like in different parts of South Africa?</li> </ul> <p>Human – Buildings, Trade (gold, diamonds), Tourism, currency, population</p> <p>Physical – Landscape, rivers/lakes, coast, desert, climate</p>	<p>human and physical geography of the UK.</p>	<p>Investigate the key information of India and compare with the human and physical geography of the UK</p>		
<b>Human Landscape</b>	<p>Look at local area- What amenities do we have?</p> <p>Exploring London and famous landmarks</p>	<p>Identifying human features of Shildon</p> <p>Identify human feature of Farne Islands</p>	<p>To compare the human features of Antarctica with the UK. Focus on population, settlements and tourism</p> <p>To compare the human features of Russia/area of Russia to the UK/area of the UK. Focus on size and population, language, currency and trade links (inc Russia's oil and gas trade)</p>	<p>Italy – population, culture, landmarks, economy, currency and food.</p> <p>To compare the human features of India with the UK. Focus on landmarks, culture and economy (supply of food and its trade).</p>	<p>To compare the human features of Oceania with the UK. Focus on culture, economy, landmarks, tourism, trade links and the countries natural resources.</p>	<p>To compare the human features of a region in North America. Arizona and New York – tourism</p> <p>To compare the human features of a region in South America</p>
<b>Physical Landscape</b>	<p>Identify the physical features of Shildon and London</p>	<p>Identify physical features of Shildon</p> <p>Identify physical features of Farne Islands</p>	<p>To compare the physical features of Antarctica with the UK. Focus on climate, animal species and habitats and landscape.</p> <p>To compare and the physical features of Russia/area of Russia to the UK/area of the UK. Focus on climate (inc climate zones), wildlife and landscape.</p>	<p>Italy – Focus on mountainous area and the topic of volcanoes.</p> <ul style="list-style-type: none"> <li>- Famous volcanoes in Italy</li> <li>- Famous volcanoes in the world</li> <li>- What are volcanoes?</li> <li>- How are volcanoes made?</li> <li>- What are the parts of a volcano?</li> <li>- Different types of volcanoes</li> </ul> <p>To compare the physical features of India with the UK. Focus on the wide range of landscapes that India has - cold mountains to arid deserts, vast plains, hot and humid plateau and wide sea shores and tropical islands, the physical features of India cover every terrain.</p>	<p>To compare the physical features of Oceania with the UK. Focus on the amount of water in comparison to land mass, numerous islands, great barrier reef, the Outback (a region of deserts and semi-arid land) and Papua New Guinea's highland rain forests.</p>	<p>To compare the physical features of a region in North America.</p> <p>To compare the physical features of a region in South America</p>
<b>Map Skills</b>	<p>Use maps, atlases and globes to identify the UK and its countries</p> <p>Use maps, atlases and globes to identify Europe and Asia</p> <p>Look at the purposes of a map and following maps in the school grounds.</p>	<p>Look at different plan perspectives and devise a simple map and use and construct basic symbols in a key.</p> <p>Use maps, atlases and globes to identify the UK and its countries.</p> <p>Use maps, atlases and globes to identify continents and oceans</p>	<p>Use maps and atlases to find the locations already learnt.</p> <p>Use a physical map of the UK to locate the main rivers and mountains of the UK.</p>	<p>Use maps and atlases to find the locations already learnt.</p> <p>Use historical maps to identify how towns and cities have changed their land use over time – Shildon has had a continued land use change due to the rail industry. The North East has vast rural areas with</p>	<p>Use maps and atlases to find the locations already learnt.</p> <p>Use maps to identify how coasts and river change the land over time</p>	<p>Use maps and atlases to find the locations already learnt.</p> <p>Use an atlases and globes to identify the position and significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Topics of Cancer and Capricorn, Arctic and</p>

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	Trip to Hackworth Park- following a map.  Using a key to identify places in the U.K			agriculture being an important industry		Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
<b>Directions</b>	Use directional language to describe the location of features and routes on a map – example, near and far; left and right.	Use a compass to show the direction of North, South, East and West	8 point compass. 2 figure grid references.	8 point compass. 4 figure grid references.	8 point compass. 6 figure grid references.	8 point compass. 6 figure grid references.
<b>Using Sources Inc. ICT</b>	Explore maps on the iPad of famous places in London.  Use aerial photographs to compare Shildon to London.	Use aerial photographs to compare Shildon to the Farne Islands and a village in Brazil.	Use the weather station to look at trends of rainfall  Use photographs to identify the effects of extreme weather in urban and rural areas.	Use the weather station to look at....  Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.  Use photographs, digital images and research technology to investigate and compare new places.	Use the weather station to look at....  Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.  Use photographs, digital images and research technology to investigate and compare new places.	Use the weather station to look at....  Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.  Use photographs, digital images and research technology to investigate and compare new places.
<b>Weather, Climate and physical events</b>	Identify seasonal and daily weather patterns in the United Kingdom	Identify hot and cold areas of the world in relation to the Equator and the North and South Poles	To investigate different types of extreme weather and how this can affect both rural and urban areas.	Volcanoes	Earthquakes  Investigate Biomes across the world – Linking this to the physical climate and how it has created the different types of habitats.	The water cycle
<b>Fieldwork</b>	Walk around the local town identifying human and physical features.	Identifying human and physical features of the school and its grounds.	Find a location in your local town – sketch or take photographs of the area and label the physical and human features Example – An area of a park (Auckland Park has a river, deer park, castle, footpaths)	Understand the habits of the local community by conducting questionnaires. Present the finding and identify trends.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. Walk around local town and record the features. Compare and record data.	Traffic survey – sustainable transport, global issue. Traffic Survey - use fieldwork to observe, measure, record and present information in the local area using a range of methods.

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<b>Vocabulary</b>	beach, cliff, coast, forest, hill, weather, city, town, village, factory, farm, house, near, transport, wind, far, lorry, snow, left, bus, rain, right, car, hail, building, summer, fog, plan, winter, wet, globe, autumn, dry, journey, spring, hot, travel, seasons, cold, long, short, wide, bungalow, junction, narrow, town, village, farm, shop, map	mountain, soil, valley, vegetation, season, office, harbour, England, location, Dublin, Scotland, route, Equator, Northern Ireland, aerial view, North Pole, Eire, landscape, South Pole, Wales, environment, Irish Sea, North, London, North Sea, South, Edinburgh, English Channel, east, Cardiff, local, west, Belfast, distant, semi-detached, terraced, address, larger, smaller, behind, city, desert, ocean, beach, cliff, coast, forest, hill, mountain, sea, river, valley, soil, vegetation, seasonal, port, harbour, factory	settlement, valley, mountain, community, vegetation, weathering, landscape, soil, erosion [within weathering], relief map, peat, port, political map, loam, harbour, cliff, clay, factory, ocean, lake, office, fieldwork, transport [carry], industry, sketch, diagram, compass, North East, South East, North West, South West, weather, climate zone, polar, equator, tropical, environment, continent, human, physical, features, locate, rural, urban, population, habitats	greenhouse, valley, warm, poly tunnel, contour, humid, intensive farming, height, coastal, arable, farming, evaporation, market gardening, allotment, precipitation, mixed farming, distribution, condensation, organic farming, import, hemisphere, distance, export, productivity, scale, native/ indigenous, natural resources, grid reference, sustainable, man-made materials, satellite, weathering/erosion, hemisphere, settlement patterns, natural disaster, tropical, inland, ox-bow lake, polar, spring [water], trade, trends	climate/ weather, flood plain, deposition, climate zone, meander, transportation, tributary, surface, confluence, vegetation belts, sea level, mouth, river, grid reference, source, delta, terrain, products, ox-bow lake, features, industrial, grid reference, contour lines, continent, landscape, natural, sub-continent, population, development, arid, precipitation, irrigation, evaporation, condensation, ground water, settlement, industry, tourist, excursion, scale [maps], contours, urban/ rural, magma, land use, grid reference,	longitude, latitude, water cycle, migrate, naturalised, Arctic, disperse, indigenous, Antarctic, sustainability, immigrant, renewable, natural disaster, survey, population, natural resources, questionnaire, biomes, canopy [trees], latitude, vegetation belts, Ordnance Survey, longitude, climate zones, distance, Greenwich/Prime Meridian, conservation, scale, Time zone, pollution, Northern hemisphere, export, symbols, Southern hemisphere, import, urban, Tropic of Capricorn, tropical, rural, Tropic of Cancer, equatorial, Equator, subterranean, congestion, latitude, location, pollution, longitude, minutes[location], tectonic plates, deforestation,
<b>Workbook pages</b>	First Atlas Activity Book Pages – 12, 13, 14, 15, 21 and 24	First Atlas Activity Book Pages – 2, 3, 18, 26 and 27	First Atlas Activity Book Pages – 6 and 7  Primary Atlas Activity Book Pages – 14, 16, 17 and 19	Primary Atlas Activity Book Pages – 4, 5, 20, 21 and 26	Primary Atlas Activity Book Pages – 2, 3, 7, 11, 25 and 27	Primary Atlas Activity Book Pages – 6, 12, 13, 22 and 23
<b>Experiences</b>	Town walk around Shildon – Identifying human and physical features and local amenities  Whole School Trips – 3 year rolling cycle 1) Hamsterley Forest 2) Yr 1,2, 3 – City Walk and Yr 4, 5 and 6 – Low and High Force	Map Use – Spring 1. A visit to Auckland Park.  Whole School Trips – 3 year rolling cycle 1) Hamsterley Forest 2) Yr 1,2, 3 – City Walk and Yr 4, 5 and 6 – Low and High Force	Antarctica outreach – delivered by Durham University 4Schools  Whole School Trips – 3 year rolling cycle 1) Hamsterley Forest 2) Yr 1,2, 3 – City Walk and Yr 4, 5 and 6 – Low and High Force	Agricultural visit/workshop  Whole School Trips – 3 year rolling cycle 1) Hamsterley Forest 2) Yr 1,2, 3 – City Walk and Yr 4, 5 and 6 – Low and High Force	River Gaunless Project  Whole School Trips – 3 year rolling cycle 1) Hamsterley Forest 2) Yr 1,2, 3 – City Walk and Yr 4, 5 and 6 – Low and High Force	Killhope  Whole School Trips – 3 year rolling cycle 1) Hamsterley Forest 2) Yr 1,2, 3 – City Walk and Yr 4, 5 and 6 – Low and High Force