

Geography Progression and Core Knowledge 2022-2023

The intent is to support the creation of confident and knowledgeable young historians and geographers, and to have learning experiences that promote an enthusiasm for and enjoyment of these subjects.

The KS1 curriculum builds disciplinary knowledge through a focus on developing subject specific concepts, like evidence and decision making, so that children enter KS2 ready to engage with more substantive knowledge, and leave primary school ready for the secondary school Humanities curriculum.

By providing a chronological approach to History units covered in KS2, children will experience a sense of their British and cultural identities in a global context, across time.

Early Years Foundation Stage

Children in Reception will be learning to...

- Talk about members of their immediate family and community (UW)
- Draw information from a simple map. (UW)
- Recognise some similarities and differences between life in this country and life in other countries. (UW)
- Explore the natural world around them. (UW)
- Describe what they see, hear and feel whilst outside. (UW)
- Recognise some environments that are different to the one in which they live. (UW)
- Understand the effect of changing seasons on the natural world around them. (UW)

Core Knowledge EYFS

Term 1 All About Me	<ul style="list-style-type: none"> ● To identify places within the school environment including outside areas ● To know they live in Ramsgate and live in a house, flat, bungalow ● To begin to observe the change in seasons when exploring outside
Term 2	<ul style="list-style-type: none"> ● To understand that some countries have different climates to where we live

Ant to Elephant	<ul style="list-style-type: none"> ● To understand people live in different countries and have different ways of life and languages (We all went on Safari Tanzania) ● To find simple information on a map (Identify land and sea)
Term 3 Transport	<ul style="list-style-type: none"> ● How to cross a road safely ● To understand that we travel in different ways to get to different destinations ● To identify different ways to travel to school
Term 4 Spring to life	<ul style="list-style-type: none"> ● To identify the four seasons and their characteristics ● To find information on a simple map (school trip)
Term 5 From Farm to Fork	<ul style="list-style-type: none"> ● To understand that food can come from the soil, trees, plants or animals ● To understand that some foods need different climates to grow (tropical food tasting) ● Characteristics of a farm
Term 6 Coast to country	<ul style="list-style-type: none"> ● To understand that children live near the coast ● To show an understand of why we need to keep our oceans clean ● To name features of the beach

	Year 1	Year 2
	<ul style="list-style-type: none"> ● Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) 	<ul style="list-style-type: none"> ● Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
Locational knowledge	<ul style="list-style-type: none"> ● Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. ● Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> ● Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. ● Name, locate and identify characteristics of the four countries and

		capital cities of the United Kingdom and its surrounding seas.
Place knowledge	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
Human and physical Geography	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • • • 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop.
Geographical field work and skills	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Identify land use around the school. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1) 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

Learning Outcomes Years 1 & 2

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place? Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- 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.
- Identify land use around the school.
- Use basic geographical vocabulary to refer to:
 - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
 - key human features, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Core Knowledge Years 1&2

Term 1

Term 2

Term 3	<u>Weather and Fieldwork</u> <ul style="list-style-type: none"> • What are the seasons and what is the weather typically like? • How do we make decisions in the seasons? • In order to make decisions, what must we do?
Term 4	<ul style="list-style-type: none"> • What are the seasons and what is the weather typically like? • How do we make decisions in the seasons? • In order to make decisions, what must we do?
Term 5	
Term 6	

	Year 3	Year 4
	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location.
Locational knowledge	<ul style="list-style-type: none"> • Explain own views about locations, giving reasons. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the Equator, Northern Hemisphere, 	<ul style="list-style-type: none"> • Explain own views about locations, giving reasons. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.

	<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p>	
Place knowledge		
Human and physical Geography	<ul style="list-style-type: none"> ● Use a range of resources to identify the key physical and human features of a location ● Describe geographical similarities and differences between countries. ● Describe how the locality of the school has changed over time. Describe key aspects of: <ul style="list-style-type: none"> ● physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. ● human geography, including: settlements and land use. 	<ul style="list-style-type: none"> ● Use a range of resources to identify the key physical and human features of a location ● Describe geographical similarities and differences between countries. ● Describe how the locality of the school has changed over time. ● Describe key aspects of: <ul style="list-style-type: none"> ● physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. ● human geography, including: settlements and land use.
Geographical field work and skills	<ul style="list-style-type: none"> ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. ● ● Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> ● Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. ● Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
Learning Outcomes Year 3 & 4		
	<ul style="list-style-type: none"> ● Ask and answer geographical questions about the physical and human characteristics of a location. <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	

	<ul style="list-style-type: none"> ● Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. ● Use a range of resources to identify the key physical and human features of a location. ● Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. ● Name and locate the countries of Europe and identify their main physical and human characteristics. ● Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. ● Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. ● Describe key aspects of: <ul style="list-style-type: none"> ● physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. ● human geography, including: settlements and land use. ● Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
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Core Knowledge Years 3&4	
Term 1	
Term 2	<p>RIVERS <u>Core knowledge</u></p> <ul style="list-style-type: none"> ● What are the 3 areas of a river? <p>Upper course - contains the source</p>

	<p>Middle course Lower source - contains the mouth</p> <ul style="list-style-type: none"> ● What are the 4 types of erosion? <p>Attrition Abrasion Solution Hydraulic action.</p> <ul style="list-style-type: none"> ● What are the 4 types of transportation? <p>Traction Saltation Suspension Solution</p>
Term 3	<ul style="list-style-type: none"> ●
Term 4	<p>MIGRATION <u>Core knowledge</u></p> <ul style="list-style-type: none"> ● What is migration? <p>Page 5 of teacher handbook Migration is the movement of people from one place to another place. People who migrate are known as migrants</p> <ul style="list-style-type: none"> ● What causes people to migrate? <p>Page 10 of teacher handbook</p> <p>The country that a migrant leaves is called their source country. Leaving your home is difficult, but some things push a migrant to leave. These are called push factors. The country that a migrant comes to live in is called their host country. Things that make migrants want to move to a new country are called pull factors.</p> <ul style="list-style-type: none"> ● How does migration affect people and places? <p>Page 14 and 15 of teacher handbook</p> <p>Migration can have advantages for the source country and for the host country. A. Migrants send home money to their families. B. There are more people to do jobs in the host country. C. Temporary migrants come home with new skills.</p>

	<p>D. Migrants bring different ideas and cultures with them.</p> <p>Migration can have disadvantages for the source country and for the host country. For example:</p> <p>A. The source country loses good workers when they migrate to another country.</p> <p>B. Families are split up.</p> <p>C. There are fewer workers paying tax to the government of the source country. The government has less money.</p> <p>D. Migrants bring changes to host countries. Not everyone in host countries likes change.</p> <p>E. Migrants can make wages lower for some jobs because migrants sometimes accept lower wages</p>
Term 5	
Term 6	<p>NATURAL RESOURCES <u>Core Knowledge</u></p> <ul style="list-style-type: none"> • What are the world's natural resources? Water, air, wood, gas coal • How has the use of natural resources changed? Page 11 teacher handbook - population is increasing so usage is increasing also. Wealthier countries have more disposable income so can afford to throw things away and replace. • How can using natural resources cause problems? Page 14 and 15 teacher handbook - Climate change and global warming Pollution Accidents

	Year 5	Year 6
	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations.
Locational	<ul style="list-style-type: none"> • Identify and describe how the physical features affect 	<ul style="list-style-type: none"> • Identify and describe how the physical features affect the human

<p>Knowledge</p>	<p>the human activity within a location.</p> <ul style="list-style-type: none"> ● Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. ● Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). 	<p>activity within a location.</p> <ul style="list-style-type: none"> ● Name and locate the countries of North and South America and identify their main physical and human characteristics. ● Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
<p>Place Knowledge</p>	<ul style="list-style-type: none"> ● Understand some of the reasons for geographical similarities and differences between countries. 	<ul style="list-style-type: none"> ● Understand some of the reasons for geographical similarities and differences between countries.
<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> ● Describe how locations around the world are changing and explain some of the reasons for change. ● Describe and understand key aspects of: <ul style="list-style-type: none"> ● physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. ● human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 	<ul style="list-style-type: none"> ● Describe geographical diversity across the world. ● Describe how countries and geographical regions are interconnected and interdependent. ● Describe and understand key aspects of: <ul style="list-style-type: none"> ● physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. ● human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies
<p>Geographical skills and fieldwork</p>	<ul style="list-style-type: none"> ● Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. ● Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human 	<ul style="list-style-type: none"> ● Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. ● Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in

	<p>and physical features in the local area. Record the results in a range of ways.</p> <ul style="list-style-type: none"> Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	<p>the local area. Record the results in a range of ways.</p> <ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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Core Knowledge Years 5&6	
Term 1	
Term 2	<p>LOCAL FIELDWORK <u>Core knowledge</u></p> <ul style="list-style-type: none"> Why do geographers do fieldwork? To answer a hypothesis or enquiry question. It involves collecting, recording and analysing data in order to reach a conclusion. What tools do geographers use for fieldwork? Field sketches Surveys and questionnaires How do geographers collect and present data? Questionnaires and field sketches Bar charts

	<p>Pie charts Line graphs</p>
Term 3	
Term 4	<ul style="list-style-type: none"> ● Where do people live around the world? 8 billion people live on the planet. Countries with high population density are India, Pakistan, Vietnam, Japan, east Asia Countries with low population density are Australia, South America, Canada, Alaska, Greenland ● How and why has population changed? Population has increased over time due to better healthcare and cleaner water. ● What are the challenges of an ageing population? Higher healthcare bills for the government as people are living longer and lower tax payers as they are either retired or the birth rate is low in particular countries, meaning less contributions to society.
Term 5	
Term 6	<ul style="list-style-type: none"> ● What is globalisation? Globalisation involves connections growing between places across the planet. E.g a German teenager in a shop in Manchester buying a smartphone that was made in China ● How has technology changed the way we communicate? Page 9 teacher handbook Humans use languages to communicate. There are 6,500 different languages spoken around the world. But there is a limit to how many people you can talk to at once, and how far your voice will travel. Speaking Writing Telegraph (through electric wires) And now digital communication eg emails, texting etc. ● How does globalisation affect trade? Page 13 teacher handbook Globalisation has led to increased connections around the world between people and places. This has made it much easier for countries to trade

	<p>with each other. More trade means companies get bigger, which provides more jobs. More jobs mean more people have more money to buy things with, which increases trade even more.</p>
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