



# Thurston CE Primary Academy Progression in Geography Knowledge and Skills

## **Intent**

At Thurston CE Primary Academy, we want to inspire our pupils to explore the relationship and interactions between people and the environments in which they live and upon which they and all life on Earth depends. We ensure that there is a clear progression of skills and concepts as children move through the school, covering all the National Curriculum requirements, including an even proportion of physical and human investigations which are relevant and engaging. Our pupils develop transferable skills which equip them for future learning, in a curriculum that reflects the ever changing world. All pupils are entitled to a curriculum that is aspirational, sequenced, progressively more challenging building upon prior learning, inclusive, relevant, broad and balanced. We provide opportunities for pupils to acquire long-lasting knowledge and a clear understanding and mastery of geographical skills. These skills are clearly sequenced and previous knowledge is built upon as pupils tackle more complex and demanding enquiries.

## **Implementation- How is Geography taught at Thurston CE Primary Academy?**

We adopt an enquiry focused approach to learning and teaching in geography which develops our pupils as young geographers. Through enquiry our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, using specialised vocabulary and grasping subject concepts. Our curriculum is 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach geographical topics, places, themes and issues in their entirety, we restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes. We adopt a policy of immersive learning in geography that provides sufficient time and space for our pupils not only to acquire new knowledge and subject vocabulary but also to develop subject concepts and understand the significance of what they have learned. Through a varied and differentiated approach to recording the outcomes of their work, knowledge will become embedded and ensure that our pupils can build on what they know and understand from one year to the next. Our learning and teaching in geography also recognises the importance of fieldwork with a number of our investigations involving observation, recording, presentation, interpretation and the evaluation of geographical information gathered outside of the classroom. Geography is taught on a rolling two-year programme throughout Key Stage One and Two: at KS1 these lessons will be approximately an hour a week of history or geography and at KS2 approximately 1.5 hours a week. To deepen understanding, these explicit lessons are supported with additional learning across the curriculum but particularly in English. Lessons are differentiated by outcome to ensure equal access to knowledge and skills.

## **Impact**

The curriculum at Thurston CE Primary Academy enables pupils to develop their knowledge and understanding of the world we live in. Pupils are given the opportunity to discuss, research and form opinions relating to high profile global issues. We aim to give pupils the ability to question their actions and understand the impact that decisions they and others make have on the world we live in.

We recognise that we live in a diverse global community and our curriculum reflects this. We teach pupils, through our Christian values, that diversity should be celebrated and embraced in order to become effective citizens in our multi-cultural society.

Geography is planned and delivered at a high standard and there are high expectations for pupils in lessons. Presentation expectations in Geography are high and expected to be at the same standard as in English books; due to the cross-curricular links, geographical writing may also be in English books. Opportunities are given for wider geographical experiences through events such as experience days, external visitors and trips.

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National Curriculum		<b>Key Stage 1</b>	<b>Key Stage 2</b>
		<p><b>Locational Knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans;</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Place Knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Human and Physical Geography</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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;</li> <li>use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>–key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>–key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul> <p><b>Geographical Skills and Fieldwork</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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;</li> <li>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.</li> </ul>	<p><b>Locational Knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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).</li> </ul> <p><b>Place Knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Human and Physical Geography</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:               <ul style="list-style-type: none"> <li>– physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</li> <li>– 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.</li> </ul> </li> </ul> <p><b>Geographical Skills and Fieldwork</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li>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;</li> <li>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.</li> </ul>

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	EYFS	Year 1/2		Year 3/4		Year 5/6	
Locational Knowledge		<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Starting to use globes, maps, atlases and online digital mapping and talk about the features they see.</p> <p>Starting to draw own maps and use relevant symbols.</p> <p>Starting to understand the 4 points of a compass.</p> <p>Starting to understand how to use maps and the number letter combination with support.</p> <p>Starting to describe location of features and routes on a map or plan.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate the four countries of the UK.</p> <p>Name and locate the seas surrounding the UK.</p> <p>Be introduced to lines of latitude and longitude, the equator and North/South Poles.</p> <p>Start to use globes, maps, atlases and online digital mapping to talk about the features they see.</p> <p>Can draw their own maps and starting to create their own keys.</p> <p>Start to use and understand the 4 points of a compass.</p> <p>Start to use the number letter combination map reading with less support.</p> <p>Able to describe location of features and routes on a map or plan.</p>	<p>Locate the world's countries, using maps to focus on New Zealand, concentrating on environmental regions and key physical and human characteristics and understand how some of these aspects have changed over time;</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Linking with local History, map how land use has changed in local area over time.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name own village and county on map.</p> <p>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;</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>To explain the water cycle</p> <p>To locate the key rivers of the UK and the world.</p>

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Place Knowledge		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Devon)</p> <p>Starting to use terrestrial and aerial photographs and discuss their findings.</p> <p>Begins to describe location of features.</p>	<p>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 (Kampong Ayer)</p> <p>Uses terrestrial and aerial photographs and discuss what they see.</p> <p>Describes location of features.</p>	<p>Compare a region in UK with a region in New Zealand and a region of South America with significant differences and similarities.</p>	<p>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 America (Florida).</p>	<p>Compare a region of the UK with a region in Europe (Hiemaey), eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</p>	<p>Compare a region in UK with a region in another continent (Banjul) with significant differences and similarities. Understand some of the reasons for similarities and differences. Understand the geography of the UK, particularly focusing on the geography of rivers.</p>
Human and Physical Geography		<p>Use basic geographical vocab to refer to key human features.</p> <p>Be able to verbalise and start to write about similarities and differences between the features of the two localities.</p> <p>To begin to ask questions.</p> <p>To observe and record features.</p> <p>To express opinions and relate the changes e.g. winter = coat, summer = t-shirts.</p> <p>Begin to use presentation methods to show their findings.</p>	<p>Use basic geographical vocab to refer to key physical and human features.</p> <p>Be able to verbalise and write about similarities and differences between the features of the two localities.</p> <p>Becoming more confident to use presentation methods such as tally charts and pictograms to show their findings.</p>	<p>To explain what causes earthquakes and how they are measured.</p> <p>To explain what causes tsunamis</p>	<p>To understand how the geographical features of an area make them suitable for different activities (e.g. the Kennedy Space Centre)</p> <p>To compare and contrast different geographical features in different areas (e.g. Milton Keynes and Baghdad)</p>	<p>To explain how volcanoes are formed.</p> <p>To explain how volcanoes affect people's lives.</p>	<p>To describe the key features of a river system.</p> <p>To explain how erosion and deposition works in rivers.</p> <p>To describe the ways rivers are used.</p> <p>Understand how humans affect the environment over time.</p> <p>Understand weather patterns around the world and relate these to climate zones.</p>

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Geographical Skills and Fieldwork		<p>Ask simple geographical questions.</p> <p>Use simple locational language (near, far, left, right).</p> <p>Begin to make simple observations.</p> <p>Begin to record findings.</p>	<p>Use simple maps, atlases and globes to identify the UK and other countries that are studied at this Key Stage.</p> <p>Use simple compass directions and locational language.</p> <p>Make simple observations.</p> <p>Record simple findings.</p> <p>To begin to present findings.</p>	<p>Ask and respond to geographical questions</p> <p>Make observations.</p> <p>To measure and record observations.</p> <p>Use fieldwork instruments e.g. rain gauge</p> <p>To present findings.</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features</p> <p>Use four figure grid references and the 8 points of a compass</p>	<p>Make observations and begin to use secondary sources.</p> <p>To measure and record observations.</p> <p>To interpret and present findings.</p> <p>To begin to evaluate findings.</p> <p>Explore features on OS maps</p>	<p>To make observations in the field and from secondary sources.</p> <p>To measure and record detailed observations.</p> <p>To interpret and present findings and investigate reasons for findings.</p> <p>To evaluate findings.</p>	<p>To make detailed observations in the field and from secondary sources.</p> <p>To measure and record detailed observations.</p> <p>To interpret and present findings and investigate reasons for findings.</p> <p>To evaluate findings and make deductions.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world</p>
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Vocabulary		<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, coast, forest, sea, river, seasons, weather, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p> <p>Starting to use locational and directional language.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, country, town, city, village, sea, beach, hill, mountain, capital city.</p> <p>Uses locational and directional language.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>
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