

Geography Key Skills Progression

	EYFS		KS1		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	Understanding the world, people and communities	AUTUMN Celebrating Our World SPRING Once Upon a Time SUMMER Minibeasts and Megabeasts	AUTUMN Home and Away. To infinity & beyond! SPRING Frozen Planet. Land ahoy! SUMMER Plants and Growing. Around the world in about 7 weeks.	AUTUMN Magnificent Mapping. Mapping 7 continents and 5 oceans United Kingdom. SPRING Fire Fire / Living in London Here be Dragons KS1 Production Born to be Wild Flying High SUMMER Comparison of 2 locations.	In the Beginning Invaders & Settlers Incredible India	Anglo Saxons and Vikings Protecting our world Ancient Egypt	Adventure is out there! Follow that Star! At the bottom of the World The Golden Age of Islam Feel the Force Grand Designs	Walk on the wild side Lest we forget Victorians Tales of the River Bank It's all Greek Cityscape
Skills	Shows interest in different occupations and ways of life. Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times and events for family or friends. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Explore the local area - both built and natural. build and	Understanding of the World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes Places and People Children talk about past and present events in their own	*Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of <u>Windsor</u> in the past and now. *Geographical skills and fieldwork. Use world maps, atlases and globes to identify the United Kingdom and major cities i.e London. *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	Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and major cities i.e London. Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of London in 1666 and London now. Place knowledge Understand geographical	Human and physical geography Describe & understand volcanoes & earthquakes Pompeii and the eruption of Mt. Vesuvius Locate and recognise countries in Europe. Physical and cultural features of Mexico. Study of Tocuaro – life in a Mexcian village in contrast to Kingston	Human and physical geography Anglo-Saxon invasions, settlements and kingdoms, place names and village life ~ Anglo-Saxon art and culture ~ Christian conversion, Settlements latitude & longitude Why did early people choose to settle in Britain? How do settlements differ and change? Rainforests & biomes On a world map locate rainforest areas around the world Kew Gardens – Rain Forest workshop. Rainforests & biomes We will embark on (virtually!) a journey down the Amazon. We will research the	Contrasting locations Mapwork Reading compasses Scale and distance All linked to our visit to Hindleap Warren Physical geography Mountains The Antarctic The Continents World geography-countries and capital cities	Geography - Climate zones and biomes State features of biomes and identify indigenous peoples; explain the inter dependency of organisms in a biome; give details as to how organisms adapt to cope with life; know about global environmental problems and solutions. Geography – Rivers of the World Understand how rivers are formed and note physical features found at each stage. Study local and major world river systems to consider how river settlements, use of the river and environmental issues

	<p>create own environments with maps and small world.</p> <p>Show care and concern for living things in the environment.</p>	<p>lives and in the lives of family members.</p>	<p>the United Kingdom and its surrounding seas.</p> <p>*Specific locational knowledge: Identify Kingston on a map. Locate where your Grandparent lives and map a route using an appropriate form of transport. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>*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.</p> <p>*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.</p>	<p>similarities and differences between a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Locational knowledge Name and locate the world's seven continents and five oceans.</p> <p>Geographical skills and fieldwork Use simple compass directions (North, South, East and West) and locational and directional language</p> <p>Geographical skills and fieldwork 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.</p> <p>Place knowledge Identify Kingston on a map. Locate where you live and map a route using an appropriate form of transport</p> <p>Geographical skills and fieldwork 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.</p> <p>Human and physical geography Use basic</p>		<p>location and climate, the animals we may encounter, the different habitats and plant life, the people and much more. We will conclude by looking at the threat of deforestation and what can be done to save the rainforest.</p> <p>We learn about how archaeology has helped us to understand life in the Kingdoms of Ancient Egypt and the events and people that shaped such a fascinating history.</p>		<p>have changed over time.</p> <p>Geography – Map reading Read physical and political maps to Identify the human and physical features of cities. Locate landmarks using 6 figure grid references and plan a trip.</p>
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				geographical vocabulary to refer to key physical features and key human features.				
Enrichment opportunities	<p>Visit to St Luke’s Church, Mosque, Vicarage Garden. Visit from Farm, firefighters, police, artist, vet, Priest, health visitor. Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work. Nativity Play. Boat Trip</p> <p>Whole school Humanities Week-link with Art</p>	<p>Richmond Park visit - Seasonal Changes Kingston Market - Seasonal food/Harvest Festival Nativity Play Police Mosque Thames Young Mariners Richmond Park</p> <p>Whole school Humanities Week-link with Art</p>	<p>Visit to local Gudwara KS1 Production-Spring</p> <p>Whole school Humanities Week linked with Art, where visitors from other cultures and their own share aspects of their lives.</p> <p>Kingston Museum visit Library visit Vicarage Garden visit Richmond Park visit RHS Wisley visit</p> <p>Thames Young Mariners</p>	<p>Thames Young Mariners</p> <p>Whole school Humanities week.</p>	<p>Natural History Museum (Volcanoes)</p> <p>Richmond Park visit</p> <p>Whole school Humanities week.</p>	<p>Workshop – building a Viking longship Sayers Croft</p> <p>Kew Gardens – Rainforest workshop.</p> <p>Visit to Haslemere Museum.</p> <p>Whole school Humanities week.</p>	<p>Hindleap Warren residential trip.</p> <p>Cutty Sark Workshop</p> <p>Whole school Humanities week.</p>	<p>River Thames Walk</p> <p>Kew Gardens</p> <p>Whole school Humanities week.</p>
SEND & Inclusion information	<p>EYFS - home language celebrated and parents come in to read stories in home language and share culture. Parents of SEND children accompany children with ASD to support understanding and behaviour and safety for child to access experience from a trip.</p> <ul style="list-style-type: none"> - IWB to record comments, questions, responses which can be printed and included in student’s books. - Use of ‘widgets’ instead of writing. - Non white IWB backgrounds to accommodate dyslexic learners. - Photographs as evidence of learning. - Noting children’s comments / observations on post it notes to include in students’ books. - Visual prompts. - Use of video clips to facilitate learning /understanding 							
Aims	<p><i>The National Curriculum for Geography aims to ensure that all pupils:</i></p> <ul style="list-style-type: none"> ● <i>develop contextual knowledge of the location of globally significant places- both terrestrial and marine- including their defining physical and human characteristics and how these provide geographical context for understanding the actions of processes.</i> ● <i>understanding the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</i> ● <i>are competent in the geographical skills needed to:</i> <ul style="list-style-type: none"> ○ <i>collect, analyse and communicate with a range of data gathered through experiences of field work that deepen their understanding of geographical processes.</i> ○ <i>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</i> 							

- *communicate geographical information in a variety of ways, including through maps and writing at length.*