South Ossett Infants Academy

Geography

Progression of Learning Objectives

"If children grow up not knowing about nature and appreciating it, they will not understand it, and if they don't understand it, they won't protect it, and if they don't protect it, who will?"

David Attenborough

Geography: EYFS

Lower Foundation	Upper Foundation
Understanding the World • Understanding the World • Use all their senses in hands-on exploration of natural • materials. • Begin to understand the need to respect and care for the • natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Describe a familiar route	**Understanding the World** • 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. • Recognise some environments that are different to the one in which they live. **ELG: Understanding the World: People, Culture and Communities** • 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. **ELG: UTW: The Natural World** • 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.

Geography Coverage: EYFS

Topics Include: All about me, Dig, Dig, Digging, People Who Help Us, Once Upon a Time, Life Cycles,

- use appropriate geographical vocabulary to identify places and things (see list)
- talk about where I live and where I go to school
- talk about different places that I have visited or know of
- talk about different locations I see in books
- talk about maps
- talk about similarities and differences between different locations

Vocabulary:

people, world, water, place, building, town, farm, road, park, path, shop, house, motorway, pond, beach, sea, lake, river, mountain, hill, countryside, forest, wood, map, local,

Geography: Key Stage One

National Curriculum

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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 should help 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.

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
• 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.	• 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.	• 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	• 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 Geography – key stages 1 and 2 3. • 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.

Geography Coverage: Key Stage One

	Cycle A	Cycle B
Locational Knowledge	**The United Kingdom**	**Continents and Oceans**
Place Knowledge		**Mugumareno Village – Zambia**
Human and Physical Geography	**Weather and the Climate** **Hot and Cold Places**	
Skills and Fieldwork		**Local Area**

Geography: Key Stage One

Topics Include: Cycle A - Weather and Climate, Hot and Cold Places, United Kingdom
Cycle B – Local Area, Continents and Oceans, Mugarameno Village, Zambia

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork	Vocabulary
Weather and the Climate			• Order the months of the year. • Describe the seasons. • Describe the differences between the seasons. • Identify the types of clothing worn during different weathers. • Explore how the weather affects different jobs.	• Identify the types of weather we have in the United Kingdom and record the daily weather in our area. • Review our weather diary and reflect on the impact the weather has on their activities.	Antarctica Arctic Earth inside Ossett outside rain polar season rain gauge snow forecast sunshine temperature wind **Key Concepts and Abstract Terms** **New** Change Human and Physical Processes
Local Area			• Explore and record the features of their local area. • Recount a journey through their local area. • Create a map of the immediate local area to the school.	• Spot the differences between rural and urban areas. • Describe if I live in a rural or urban settlement. • Explore and record the features of their school grounds. • Recognise the symbols used on an ordnance survey map.	Ossett shop route Wakefield street Yorkshire symbol north south east west local building post office village **Key Concepts and Abstract Terms**

					New Place Locality Human and Physical Processes
United Kingdom	• Locate the four countries of the United Kingdom on a map. • Identify the four capital cities and surrounding seas of the United Kingdom.		• Name and sort the physical and human features of countries within the UK for: England, Scotland, Wales or Northern Ireland. • Describe the human and physical features of the UK capital city of London. • Write a fact sheet about a country in the UK.		Ben Nevis city English Channel country Europe river Ireland sea Irish Sea town North Sea village Ossett across Wakefield coast northern **Key Concepts and Abstract Terms** **New** Human and Physical Processes Place
Continents and Oceans	• Name the seven continents and locate them on a map. • Name the five oceans and locate them on a map.		• Identify the physical features of a continent eg Africa – Mount Kilimanjaro, Victoria Falls, The Nile. • Identify the human features of a continent eg Africa – The Suez Canal, Cape Town. • Research and present contrasting facts about continents.	• Use a map to locate where they live in the world.	atlas map globe world continent land human features ocean physical north/south/east/west **Key Concepts and Abstract Terms** **New** Scale

Mugumareno Village – Zambia		• Explore Zambia's physical and human features and locate it on a map. • Locate the village of Mugurameno and share what they would like to learn about it. • Compare how the people of Mugurameno use the River Zambezi with the ways in which we use rivers near us. • Describe how food in Mugurameno is prepared. • Explain how the people of Mugurameno protect themselves and their homes from wild animals – and how they make use of animals in their everyday lives. • Use photographs and information texts imagine what daily life in Mugurameno might be like.			Africa Lusaka River Zambezi Southern Africa Victoria Falls Zambia crop farm flood market waterfall wildlife eastern northern southern western **Key Concepts and Abstract Terms** **New** Cultural Understanding and Diversity

Hot and Cold Places			• Identify hot and cold places and locate them on a map. • Recognise the features of a hot and a cold place (Antarctica/Desert/Rainforest). • Identify the animals that live in hot and cold places and recognise how they adapt. • Describe an animal that lives in a hot or cold place. • Compare a pack list for a trip to a hot place with a list for a cold place. • Describe what they would see in a hot or cold place.		Amazon Rainforest Atacama Desert Canada Norway Russia Sahara Desert adapt desert habitat iceberg rainforest savannah Antarctic Circle Arctic Circle The Equator North Pole South Pole **Key Concepts and Abstract Terms** **New**