



Geography

at Liscard Primary School





Geography - Progression of Skills

Intent

Geography draws on its vast range of vocabulary to identify and name places, the features within them and the human and physical processes at work there. It provokes and answers questions about the natural and human world. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of problem-solving and investigative skills both inside and outside the classroom. Geography is an important link between natural and social sciences and focuses on understanding and tackling issues about the environment.

Geography also helps our children to understand how and why places are changing, and better predict what the likely futures maybe and their potential impact upon them. This approach deepens understanding of what places are like, why and how they are connected, and the importance of location. Geography gives children a sense of place; an understanding of the connections between humans and the world around them and the impact that humans have on it and each other.

Implementation

At Liscard geography is increasingly being taken outside the classroom to gain 'hands on' experiences. This ranges from fieldwork in the school grounds to visits, walks around the local community, and further afield. We are fortunate to be located on a peninsula with easy access to the beach, river, city and other manmade and natural environments.

The curriculum is designed to ensure that teaching equips 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 through the school, their growing knowledge about the world helps 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 and skills are progressive, are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected, and change over time. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

Impact

Outcomes in the children's books evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork.

As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is fully supported.

Early Years Foundation Stage Development Matters 2021.

Birth to Three (Pre School/F1)	Three and four year olds (Nursery F1)	Reception (F2)
<p>Understanding the World- People, Culture and Communities</p> <ul style="list-style-type: none"> • Makes connections between the features of their family and other families. • Notices differences between people. <p>Understanding the World- The Natural World</p> <ul style="list-style-type: none"> • Explores natural materials indoors and outside. • Explores and responds to different natural phenomena in his/her setting and on trips. 	<p>Understanding the World- People, Culture and Communities</p> <ul style="list-style-type: none"> • Knows that there are different countries in the world and they can talk about the differences they have experienced or seen in photographs. • Uses all senses in hands-on exploration of natural materials. • Explores collections of materials with similar and/or different properties. <p>Understanding the World- The Natural World</p> <ul style="list-style-type: none"> • Talks about what they see with a wide range of vocabulary. • Is beginning to understand the need to respect and care for the natural environment and all living things. 	<p><u>Understanding the World- People, Culture and Communities</u></p> <ul style="list-style-type: none"> • Is able to draw information from a simple map. • Understands that some places are special to members of the community. • Recognises some similarities and differences between life in this country and life in other countries. <p><u>Understanding the World- The Natural World</u></p> <ul style="list-style-type: none"> • Explores the natural world around him/ her. • Describes what he/she can see, hear and feel whilst outside. • Recognises some environments that are different to the one in which they live. • Understands the effect of changing seasons on the natural world around him/her.

Early Learning Goals

Understanding the world

ELG: 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: 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.

National Curriculum Strands

Key Stage One

Pupils should develop knowledge about –

- The world.
- The United Kingdom.
- Their locality.

They should –

- understand basic subject-specific vocabulary relating to human and physical geography.
- begin to use geographical skills, including first-hand observation, to enhance their local awareness.

Key Stage Two

Pupils should –

- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- This will include the location of a range of the world's most significant human and physical features.

They should –

- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Key Stage One

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

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 the United Kingdom and its surrounding seas.

Place knowledge

- 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.

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.
- 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 and shop.

Geographical skills and fieldwork

- 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.
- 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.

Key Stage Two

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia), North, and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- 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.
- 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).

Place knowledge

- 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.

Human and physical geography

Describe and understand key aspects of:

- Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.
- 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.

Geography – Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and fieldwork	<ul style="list-style-type: none"> • Explores and responds to different natural phenomena in his/her setting and on trips. • Is able to draw information from a simple form. • Talks about what they see with a wide range of vocabulary. • Explores the natural world around him/ her. • Describes what he/ she can see, hear and feel whilst outside. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> • Know where the equator, North Pole and South Pole are on a globe. • Know which is N, E, S and W, on a compass. • Know their address, including postcode. • Know the name of the nearest town or city- Liscard/ New Brighton. • Know how to follow a simple road map. • Use simple fieldwork and observational skills to study the geography of their school and its grounds. 	<ul style="list-style-type: none"> • Know and use the terminologies: left and right, below, next to. • Devise a simple map; and use and construct basic symbols in a key. • Know the name of the nearest town or city and locate it on a map of the UK. • Locate a number of cities on a map of the UK. • Make a model, using road strips and toy buildings that shows features in an area. 	<ul style="list-style-type: none"> • Use maps to locate European countries and capitals. • Know and name the eight points of a compass. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Talk about the features in their local Environment and compare it with another they know. 	<ul style="list-style-type: none"> • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. • Distinguish between the Northern and Southern hemisphere on both a world map and a globe. Know how to plan a journey within the UK, using a road map. • Make a model to show part of the local area, e.g. parks, shopping precinct, etc. 	<ul style="list-style-type: none"> • Know how to use graphs to record features such as temperature or rainfall across the world. • Know most of the symbols used on a UK road map, including status of roads. • Know some of the main features of a satnav. • Use appropriate special language when giving directions. 	<ul style="list-style-type: none"> • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Know what most of the Ordnance Survey symbols stand for. • Know how to use six-figure grid references. • Use graphs to compare changes over time. Know how to use digimaps. • Be familiar with topographical maps and know about contours, etc.

Geography – Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place knowledge	<ul style="list-style-type: none"> • Knows that there are different countries in the world and they can talk about the differences they have experienced or seen in photographs. • Recognises some similarities and differences between life in this country and life in other countries. • 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. 	<ul style="list-style-type: none"> • Know features of hot and cold places in the world. • Identify and describe animals that live in hot and cold places. 	<ul style="list-style-type: none"> • Know the main differences between a place in England and that of a small place in a non-European country. 	<ul style="list-style-type: none"> • Know at least five differences between living in the UK and a Mediterranean country. 	<ul style="list-style-type: none"> • Embed prior knowledge 	<ul style="list-style-type: none"> • Know key differences between living in the UK and in a country in either North or South America. 	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia), North, and South America.

Geography- Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<ul style="list-style-type: none"> • Knows that there are different countries in the world and they can talk about the differences they have experienced or seen in photographs. • Is able to draw information from a simple map. • 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 	<ul style="list-style-type: none"> • Know the names of the four countries that make up the UK. • Know the names the three main seas that surround the UK. • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. • Describe the human and physical features of one of the UK's capital cities. • Know the name of the nearest town or city. • Locate and know the features of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> • Know the names of and locate the seven continents of the world. • Know the names of and locate the five oceans of the world. 	<ul style="list-style-type: none"> • Know the names of and locate at least eight European countries. • Know the difference between Great Britain, The British Isles and the United Kingdom. • Know the names of and locate at least eight counties and at least six cities in England. • Know the names of four countries from the southern hemisphere and four from the northern hemisphere. 	<ul style="list-style-type: none"> • Know the names of and locate at least eight major capital cities across the world. • Know where the main mountain regions are in the UK. • Know, name and locate the main rivers in the UK. • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. • Know what is meant by the term 'tropics' 	<ul style="list-style-type: none"> • Know the names of a number of European capitals. • Know the names of, and locate, a number of South or North American countries. 	<ul style="list-style-type: none"> • Know about time zones and work out differences. • Know and locate developed nations and cities compared to underdeveloped nations. • Know and locate high, middle and low-income countries.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical	<ul style="list-style-type: none"> • Uses all senses in hands on exploration of natural materials. • Is beginning to understand the need to respect and care for the natural environment and all living things. • Understands the effect of changing seasons on the natural world around him/her. • 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. 	<ul style="list-style-type: none"> • Know the months of the year and which the hottest and coldest season is in the UK. • Know and recognise main weather symbols. • Know and identify the types of weather we have in the United Kingdom and the types of clothing worn in different weather. • Know the main differences between city, town and village. • Know their address, including postcode. 	<ul style="list-style-type: none"> • Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. • Explain some of the advantages and disadvantages of living in a city or village. 	<ul style="list-style-type: none"> • Know what causes an earthquake. • Label the different parts of a volcano. • Know about the human characteristics and features of a European country and its major cities. 	<ul style="list-style-type: none"> • Know how countries can prepared and protect themselves from the effects of an earthquake. Know how tsunamis are formed. • Know why most cities are located by a river. Know the impact of the water cycle e.g. potential flooding. • Know the names of and locate some of the world's deserts 	<ul style="list-style-type: none"> • Know what is meant by biomes and what the features of a specific biome are. • Label layers of a rainforest and know what deforestation is. • Know the causes and impact of climate change 	<ul style="list-style-type: none"> • Know why our industrial areas and ports are important. • Know main human and physical differences between developed and developing nations. Know the impact of influential people on climate change e.g. Greta Thunberg, David Attenborough. • Evaluate the impact of climate change and how it could impact on their own lives.