

Thurnham Whole School Geography Progression 2020 – 2021 (Covid – 19 adapted for Recovery curriculum)

Progression in Geography through our Empowering Curriculum

“At Thurnham our Empowering Curriculum will give pupils the key skills that they need to flourish; Brain Power, Resilience, Independence, Investigating and Creativity”

Year R	Year 1	Year 2
<p><i>Year 2 will revisit Year 1 objectives before moving on to Year 2 objectives in each topic.</i></p>		
<p>Both initial and ongoing assessments of the children will allow us to plan in opportunities (e.g. provocations, invitations, and environment) for learning and development in this area.</p> <p>We would usually visit Shorne Woods Country Park later in the year and also have Forest School, which may not be possible.</p> <p>Positive relationships with parents are invaluable, and usually we would utilise these relationships to learn about holidays the children have been on, places they have visited etc. We need to consider alternative ways of collecting this information. Also, children may not be able to have the experience of holidays and visiting places this year.</p>	<p><i>Pupils in Year 1 will learn about:</i></p> <p><i>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.</i></p> <p><i>Pupils should be taught...</i></p> <p><u>Locational and Place Knowledge:</u></p> <ul style="list-style-type: none"> ➤ Name, locate and identify the characteristics of the 4 countries and capital cities of the UK. ➤ Understand that a world map shows all of the countries in the world. 	<p><i>Pupils in Year 2 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 knowledge.</i></p> <p><i>Pupils should be taught...</i></p> <p><u>Locational and Place Knowledge</u></p> <ul style="list-style-type: none"> ➤ Name and locate the worlds 7 continents and 5 oceans, understanding the terms ‘continents’ and ‘sea’. <p><i>Year 2 to revisit naming continents and oceans</i></p>

Pupils in Year R (particularly through 'Understanding of the World' and Personal, Social, Emotional Development but through any suitable other areas) will learn about:

Knowledge:

"Looks at similarities, differences, patterns and change"

Children will look at similarities and differences in relation to places, objects, materials and living things.

- I can talk about features of my own immediate environment e.g. school and home.
- I can talk about other environments that I have been to.
- I can talk about how environments may vary from one another e.g. places that I have visited on holiday, home, school and local places of interest.
- I can say what is similar about two places.
- I can say what is different about two places.
- I can make observations of animals and plants e.g. changes that occur to plants grown in school, discussions about pets etc....

- Identify the UK and the countries where members of the class come from.
- Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country e.g. Australia.

Human and Physical Geography

- Identify the human and physical features of the two localities studied.
- Identify seasonal and weather patterns in the UK (cross curricular with Science)

Fieldwork

- Use simple fieldwork and observation skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment e.g. note taking, videoing, data collection, sketches, observations. **Trip to Bearsted Green**
(If this is not possible, children will study the geography of the school grounds using

before moving on to locating them. Teachers will identify any gaps in knowledge and skills as children progress through the year. Quick assessments to be carried out before each topic.

- Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country (possibly not one that has been studied in year 1). Rainforests and Bearsted.

Human and physical geography

- Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.
- Identify the human and physical features of the 2 localities studied.

Fieldwork

- Fieldwork to develop knowledge and understanding of the school and local area. Trip to the Woodland Trust. **(The Woodland Trust visit has been missed, however this**

- I can explain why some things may occur.
- I can talk about changes over time e.g. changes to a plant, changes to the environment during the different seasons, changes to materials when we manipulate them.

fieldwork skills).

Skills

Locational Knowledge

- I can recognise a globe, atlas of the world and world map and know that all show where the countries of the world are located.
- I can recognise that land and sea is shown in different colours on maps and globes.
- I can recognise that the UK is divided into 4 countries.
- I can name each of the four countries and label them on a blank outline map of the UK.
- I can name and locate the 4 capital cities on a map of the UK and mark these on an outline map of the UK.
- I can identify the physical and human characteristics of Wales and Ireland.
- I can identify the physical and human characteristics of England and Scotland

should hopefully be rescheduled for later in the year. If this is not possible, children will study the geography of the school grounds using fieldwork skills). Year 1 to negotiate with Year 2 to ensure that different areas of the school are being covered between the year groups.

- Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment – fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops.

Skills

Locational Knowledge

- I can use maps, atlases and globes to help me locate places around the world.
- I can locate and name the 7 continents on my blank outline map of the world.

Each child has a world map in a folder which will be added to during the year. This will help ensure that location objectives are covered.

through topic work.

Place Knowledge

- I know what the school grounds and immediate local area are like.
- I know what another far away country is like
- I can name some physical features of each area and simple human features which I come across in my daily lives e.g. fields, hill, sea, beach, cliff, buildings, village, town etc. I know which features I can find in each area and which in only one or another.

Human and Physical Geography

- I can identify seasonal weather in our local area.
- I can recognise and name features using books, pictures, first hand experiences where possible. (key features include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city,

- I can locate and name the 5 oceans on my blank outline map.
- I can identify the physical and human characteristics of England and Scotland through topic work. Compare Isle of Coll with Bearsted.

Place Knowledge

- I know the geographical features of Bearsted.
- I understand what life is like in another part of the United Kingdom and I can compare this with life in Bearsted
- I understand what life is like in a faraway hot country and I can compare this with life in Bearsted.
- I know what the weather, physical features, lifestyle, transport etc. are like in another part of the UK and in a faraway place.

Human and Physical geography

- I can locate tropical rainforests and other hot areas of the world.

town, village, factory, farm, house, office, port, harbour, shop.

Geographical skills and Fieldwork

- I can use maps, globes and atlases regularly.
- I can add to my blank UK map outline as I learn about new countries and areas.
- I can create maps of the local area- the walk to school, walk to the Green and maps of the school buildings and grounds. I can use these to show a simple route.
- I can use compass directions to describe relative locations, starting from local area.
- I can create plan perspectives of classroom, school buildings and school grounds. I could use small world toys and sand to recreate birds eye views.

- I can locate cold places in the world using atlases and globes to locate the North and South poles.
- I can name and describe features (cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, vegetation) and begin to understand how they are formed and how they might change over time.
- I can name and describe these features (city, town, village, factory, farm, house, office, port, harbor, shop) and begin to understand how they are formed and how they might change over time).

Geographical Skills and Fieldwork

- I can use maps, globes and atlases regularly to locate places around the world.
- I can use my blank world map outline to add countries and areas as I learn about them.
- I can create a map of the local areas, marking on the position of physical and human features. I can create a key for a map.
- I can show a route on a map.

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| | <ul style="list-style-type: none"> ➤ I can use aerial photos of the local area to recognise landmarks including out school buildings, school field, Bearsted Green ➤ I can create a simple map of the local area without a key. ➤ I can build on existing knowledge of a familiar place e.g. school grounds and immediate area. ➤ I can ask and answer simple questions about the school grounds. ➤ I understand the difference between physical and human features around the school. | <ul style="list-style-type: none"> ➤ I can use vocabulary of near and far and left and right. ➤ I can recap North, South, East and West. ➤ I can look at and understand maps of all localities studied and identify features in relation to each other. ➤ I can use and understand aerial photos of all localities studied to identify features and landmarks. ➤ I can create a map of an island in the UK and include a simple key and 2 figure grid references. ➤ I can carry out simple fieldwork in a local area, observing the environment and asking questions. ➤ I understand the difference between the physical and human features of the local area. |
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Notes and guidance – Non-Statutory

Please note that in EYFS, Geography is not taught as a stand alone subject. It is incorporated in Understanding of the World and will be taught in multiple areas across the curriculum.

Locational Knowledge should not be taught as a separate topic. It should be incorporated into work about other countries. Each class could display a map of the UK and a world map to add to as a working wall as children visit places around the UK or world. Mental starters at the beginning of each lesson could include labeling maps and atlases, identifying the United Kingdom and Oceans.

EYFS Curriculum and Skills Progression.

Please note that in EYFS, Geographical knowledge will also take place during daily 'Speaking and Listening' activities initiated by the children.

<p>Term 1</p> <p>Settling The children in Transition Baseline Assessment 'It's Good To Be Me!!' Global citizenship day</p>	<p>Term 2</p> <p>Children's Choice Christmas</p>	<p>Term 3</p> <p>Under the Sea</p>	<p>Term 4</p> <p>Children's Choice Easter 'Climate Day'</p>	<p>Term 5</p> <p>Dinosaurs 'No Electricity Day'</p>	<p>Term 6</p> <p>In the Garden</p>
<p>CHILDREN WILL BE TAUGHT TO:</p> <p>I can talk about myself and my family and know that they belong to a community</p> <p>I can begin to use technology e.g. computers, printer, cameras, voice postcards.</p> <p>I know how to be safe when using the computers and other forms of technology.</p> <p>I know what to do if I see something that upsets me when using different forms of technology.</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>I understand why Christians believe in Christmas and can identify ways in which they celebrate</p> <p>I can talk about why things may happen and how things work.</p> <p>I can use ICT to create Nativity scenes.</p> <p>I know how to be safe when using the computers and other forms of technology.</p> <p>I know what to do if I see something that upsets me when using different forms of</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>I can make 'huff and puff' proof houses using a range of materials.</p> <p>I can explore and test a range of different materials and can say what some materials would be best for.</p> <p>I can test my 'huff puff' proof house using a hair dryer.</p> <p>I can use programmable toys to get Red Riding Hood to Grandmas house safely.</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>I can talk about my experiences of celebrating special days during speaking and listening activities.</p> <p>I can talk about who celebrates Easter and why.</p> <p>I know how to be safe when using the computers and other forms of technology.</p> <p>I know what to do if I see something that upsets me when using different forms of technology.</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>I can identify and talk about similarities and differences in relation to places, objects, materials and living things.</p> <p>I can talk about how environments might vary from one another.</p> <p>I can talk about features of my own immediate environment e.g. school and home.</p> <p>I can make observations of</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>I can identify and talk about mini beasts and their habitats.</p> <p>I can make observations of animals and plants e.g. changes that occur to plants grown in school, discussions about pets etc....</p> <p>I can talk about when dinosaurs lived.</p> <p>I can talk about what the different dinosaurs may have looked like.</p> <p>I can show care and concern for living things and the environment.</p>

<p>I know that we are all part of different communities e.g. school, places of worship etc....</p>	<p>technology.</p>	<p>I know how to be safe when using the computers and other forms of technology.</p> <p>I know what to do if I see something that upsets me when using different forms of technology.</p>		<p>animals and plants and explain why some things occur.</p> <p>I can talk about changes over time e.g. changes to a plant, changes to the environment during the different seasons, changes to materials when we manipulate them.</p> <p>I can talk about changes in relation to living things and objects.</p> <p>I know how to be safe when using the computers and other forms of technology.</p> <p>I know what to do if I see something that upsets me when using different forms of technology.</p>	<p>I can use the internet to find out about different minibeads.</p> <p>I know how to be safe when using the computers and other forms of technology.</p> <p>I know what to do if I see something that upsets me when using different forms of technology.</p>
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Key Stage 1 Curriculum and Key Skills Progression

Year 1

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>What makes me super?</p> <p>Our local environment; Human and physical geography.</p> <p>Global citizenship day</p>	<p>Let's Celebrate!</p> <p>The four countries of the UK (saints)</p> <p>Christmas around the world</p>	<p>Space</p> <p>Leeds Castle fieldwork.</p>	<p>Planes, trains and automobiles</p> <p>Locating the different countries in the world that animals come from.</p> <p>Exploring the different countries that Darwin visited (Australia)</p> <p>Climate Day</p>	<p>Let it grow</p> <p>Trip to The Green</p> <p>Map making</p> <p>No Electricity Day</p>	<p>Oh I do like to be beside the seaside</p> <p>Geographical features of the seaside</p> <p>Creating bird's eye view plans</p>
<p>CHILDREN WILL BE TAUGHT TO:</p> <p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds.</p> <p>I can identify the key human and physical features of its surrounding environment.</p> <p>I can build on my existing knowledge of a familiar place e.g. school grounds and immediate area.</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>I can use world maps, atlases and globes to identify the UK and its countries.</p> <p>I can identify the countries, continents and oceans studied at this key stage.</p> <p>I can name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>I can use aerial photographs and plan perspective and use them to recognise landmarks and basic human and physical features.</p> <p>I can use aerial photos of the local area to recognise landmarks including out school buildings, school field,</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>I can use world maps, atlases and globes to identify the UK and its countries as well as the countries continents and oceans studied at this key stage.</p> <p>I can name each of the four countries and label them on a blank outline map of the UK.</p> <p>I can name and locate the 4 capital cities on a map of the UK and mark these on an</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>I can use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment.</p> <p>I can devise a simple map and use and construct basic symbols in a key.</p> <p>I can create maps of the local area- the walk to school, walk to the Green and maps of the school</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>I can use world maps atlases and globes to identify the UK and its countries as well as the countries continents and oceans studied at this key stage.</p> <p>I can add to my blank UK map outline as I learn about new countries and areas.</p> <p>I can identify the human and</p>

<p>I can ask and answer simple questions about the school grounds.</p> <p>I understand the difference between physical and human features around the school.</p> <p>I know which features I can find in each area and which in only one or another.</p> <p>I know what the school grounds and immediate local area are like.</p>	<p>I understand that a world map shows all of the countries in the world.</p> <p>I can Identify the UK and the countries where members of the class come from.</p> <p>I can recognise a globe, atlas of the world and world map and know that all show where the countries of the world are located.</p> <p>I can recognise that land and sea is shown in different colours on maps and globes.</p> <p>I can recognise that the UK is divided into 4 countries.</p>	<p>Bearsted Green.</p> <p>I can use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds</p>	<p>outline map of the UK.</p>	<p>buildings and grounds. I can use these to show a simple route.</p> <p>I can use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds.</p> <p>I can create plan perspectives of classroom, school buildings and school grounds. I could use small world toys and sand to recreate bird's eye views.</p>	<p>physical features of two localities studied.</p>
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Year 2 Curriculum and Key Skills Progression

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Woodland Trust visit – fieldwork and create a map with a key</p> <p>Global citizenship day</p>	<p>Locate places on a map in relation to History work.</p> <p>Name and locate places around the world</p>	<p>Name and locate hot and cold places around the world</p> <p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South.</p>	<p>Name the continents and oceans which Amelia Earhart flew over</p> <p>Map the Snail and the Whales journey.</p> <p>Investigate some of the places they visited</p> <p>Climate Day.</p>	<p>Far away place – Rainforests</p> <p>Growth</p> <p>Jack and the Baked Beanstalk</p> <p>No Electricity Day</p>	<p>Plan a route on a map for our school trip</p> <p>Fieldwork on trip</p> <p>What are the human and physical features of Struay? Compare with Bearsted.</p> <p>Create a map with a key.</p>
<p>I know the geographical features of Bearsted.</p> <p>I can create a map of the local areas, marking on the position of physical and human features.</p> <p>I can create a key for a map.</p> <p>I can show a route on a map.</p> <p>I can carry out simple fieldwork in a local area, observing the environment and asking questions.</p> <p>I understand the difference between the physical and human features of the local area.</p>	<p>I can use maps, atlases and globes to help me locate places around the world.</p> <p>I can use maps, globes and atlases regularly to locate places around the world.</p> <p>I can use my blank world map outline to add countries and areas as I learn about them.</p>	<p>I can use maps, atlases and globes to help me locate places around the world.</p> <p>I can locate and name the 7 continents on my blank outline map of the world.</p> <p>I can locate and name the 5 oceans on my blank outline map.</p> <p>I can locate cold places in the world using atlases and globes to locate the North and South poles.</p>	<p>Exploring the World</p> <p>Amelia Earhart</p> <p>Neil Armstrong</p> <p>Tim Peake</p> <p><i>The Snail and the Whale</i></p> <p>I can use maps, atlases and globes to help me locate places around the world.</p> <p>I can locate and name the 7 continents on my blank outline map of the world</p> <p>I can locate and name the 5 oceans on my blank outline map.</p> <p>I can name and describe features (cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p>	<p>I can use maps, atlases and globes to help me locate places around the world.</p> <p>I understand what life is like in a faraway hot country and I can compare this with life in Bearsted.</p> <p>I know what the weather, physical features, lifestyle, transport etc. are like in another part of the UK and in a faraway place.</p> <p>I can locate tropical rainforests and other hot areas of the world.</p> <p>I can name and describe features (cliff, coast, forest, hill, mountain, sea,</p>	<p>Exploring the UK</p> <p>Dockyards Visit early in Term</p> <p>Katie Morag with Geography / science focus</p> <p>I can create a map of an island in the UK and include a simple key and 2 figure grid references.</p> <p>I can recap North, South, East and West.</p> <p>I can look at and understand maps of all localities studied and identify features in relation to each other</p> <p>I can use and understand aerial photos of all localities studied to identify features and landmarks.</p> <p>I can identify the physical and human characteristics of England and Scotland through topic work.</p>

<p>I can use and understand aerial photos of all localities studied to identify features and landmarks.</p> <p>I can look at and understand maps of all localities studied and identify features in relation to each other.</p>			<p>season, weather, vegetation) and begin to understand how they are formed and how they might change over time.</p> <p>I can name and describe these features (city, town, village, factory, farm, house, office, port, harbor, shop) and begin to understand how they are formed and how they might change over time).</p> <p>I can use vocabulary of near and far and left and right.</p>	<p>ocean, river, soil, valley, season, weather, vegetation) and begin to understand how they are formed and how they might change over time.</p> <p>I can name and describe these features (city, town, village, factory, farm, house, office, port, harbor, shop) and begin to understand how they are formed and how they might change over time).</p>	<p>I can compare Isle of Coll with Bearsted.</p> <p>I understand what life is like in another part of the United Kingdom and I can compare this with life in Bearsted.</p>
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