

## Thurnham Whole School Geography Progression 2022-2023

### 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.”*

Year R	Year 1	Year 2
		Year 2 will revisit Year 1 objectives before moving on to Year 2 objectives in each topic.
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. 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><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><b><u>Locational and Place Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>➤ Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</li> <li>➤ Understand that a world map shows all of the countries in the world.</li> </ul>	<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><b><u>Locational and Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>➤ Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continents' and 'sea'.</li> </ul>

*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:**

- Past and Present
- People, culture and communities.
- The Natural World.

Children will talk about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They will understand the past through settings, characters and events encountered in books read in class and storytelling.

**Past and Present**

- I can talk about the lives of the people around me and their roles in society.

- 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

Year 2 to revisit naming continents and oceans 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/Island of Coll

**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.

- I know some similarities and differences between things in the past and now.
- I can understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- I know some similarities and differences between different religious and cultural communities in this country.
- I can explain some similarities and differences between life in this country and life in other countries.

### The Natural World

Trip to Bearsted Green

### 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 through topic work.

### Fieldwork

- Fieldwork to develop knowledge and understanding of the school and local area. Trip to the Woodland Trust (Due to current Covid restrictions, teachers have adapted this and instead, carried out fieldwork in the local area – homework task set for children). (The Woodland Trust visit will take place.
- 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.

- I can explore the natural world around me, making observations and drawing pictures of animals and plants.
- I know some similarities and differences between the natural world around me and contrasting environments.
- I understand some important processes and changes in the natural world, including the seasons and changing states of matter.

#### 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

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.

#### 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 .

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.

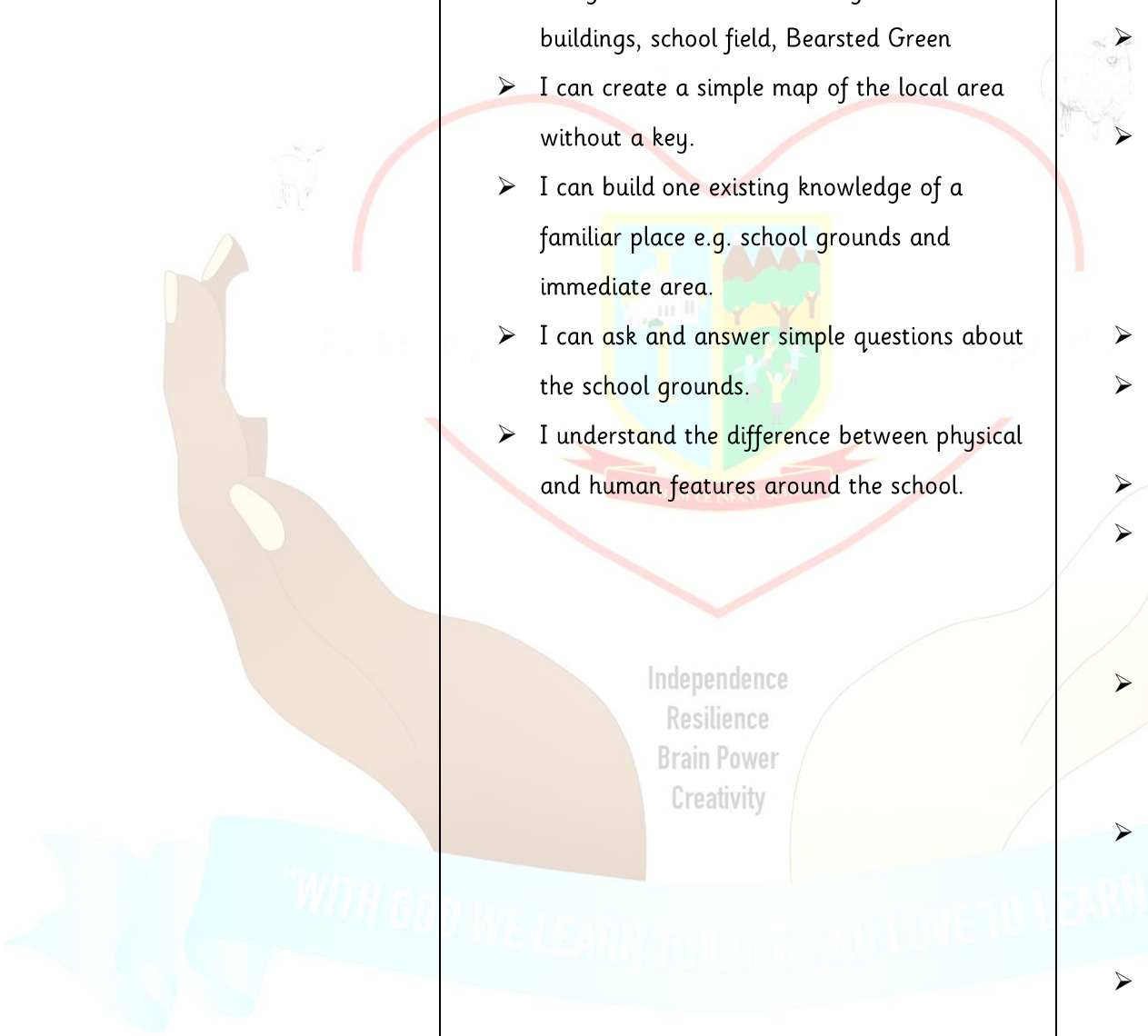
- I understand what life is like in a faraway hot country and I can compare this with life in Bearsted. (Rainforests)
- I know what the weather, physical features, lifestyle, transport etc. are like in another part of the UK and in a faraway place.

### Human and Physical geography

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



 <p>INDEPENDENCE RESILIENCE BRAIN POWER CREATIVITY</p> <p>"WITH GOD WE LEARN TO LOVE AND LOVE TO LEARN"</p>	<ul style="list-style-type: none"> <li>➤ I can use aerial photos of the local area to recognise landmarks including out school buildings, school field, Bearsted Green</li> <li>➤ I can create a simple map of the local area without a key.</li> <li>➤ I can build on existing knowledge of a familiar place e.g. school grounds and immediate area.</li> <li>➤ I can ask and answer simple questions about the school grounds.</li> <li>➤ I understand the difference between physical and human features around the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can use maps, globes and atlases regularly to locate places around the world.</li> <li>➤ I can use my blank world map outline to add countries and areas as I learn about them.</li> <li>➤ 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.</li> <li>➤ I can show a route on a map.</li> <li>➤ I can use vocabulary of near and far and left and right.</li> <li>➤ I can recap North, South, East and West.</li> <li>➤ I can look at and understand maps of all localities studied and identify features in relation to each other.</li> <li>➤ I can use and understand aerial photos of all localities studied to identify features and landmarks.</li> <li>➤ I can create a map of an island in the UK and include a simple key and 2 figure grid references.</li> <li>➤ I can carry out simple fieldwork in a local area, observing the environment and asking</li> </ul>
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		<p>questions. (Homework set for children due to Covid restrictions).</p> <p>➤ I understand the difference between the physical and human features of the local area.</p>
<p><b><u>Notes and guidance – Non-Statutory</u></b></p> <p><i>Please note that in EYFS, Geography is not taught as a standalone subject. It is incorporated in Understanding of the World and will be taught in multiple areas across the curriculum.</i></p> <p><i>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.</i></p>		

Independence  
Resilience  
Brain Power  
Creativity

"WITH GOD WE LEARN TO LOVE AND LOVE TO LEARN."

# 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.

Term 1 Settling The children in Transition Baseline Assessment 'It's Good To Be Me!!' Global citizenship day	Term 2 Children's Choice Christmas  'A Splash of colour'	Term 3 Under the Sea	Term 4 Children's Choice Easter 'Spring'  'Climate Day'	Term 5 Dinosaurs  'No Electricity Day'	Term 6 In the Garden
<p><b>CHILDREN WILL BE TAUGHT TO:</b></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</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></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><b>CHILDREN WILL BE TAUGHT TO:</b></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</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></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</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></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</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></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>different forms of technology.</p> <p>I know that we are all part of different communities e.g. school, places of worship etc....</p>	<p>I know what to do if I see something that upsets me when using different forms of technology.</p>	<p>Hood to Grandmas house safely.</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>upsets me when using different forms of technology.</p>	<p>environment e.g. school and home.</p> <p>I can make observations of 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 can show care and concern for living things and the environment.</p> <p>I can use the internet to find out about different minibeasts.</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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				I know what to do if I see something that upsets me when using different forms of technology.	
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## Key Stage 1 Curriculum and Key Skills Progression

Year 1 Recovery elements have been highlighted in yellow.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What makes me super?	Let's Celebrate!	Space	Planes, trains and automobiles	Let it grow	Oh I do like to be beside the seaside
Our local environment; Human and physical geography.	The four countries of the UK (saints)	Leeds Castle fieldwork.	Locating the different countries in the world that animals come from.	Trip to The Green	Geographical features of the seaside
Global citizenship day	Christmas around the world			Map making	
				No Electricity Day	

<p>Personal geography to facilitate emotional recovery and wellbeing by linking home and school. As geography is not taught as a separate subject in EYFS there will not be subject specific objectives that will need to be revised. However if there are any conceptual gaps or misconceptions are identified these will be addressed and will inform future planning.</p>			<p>Exploring the different countries that Darwin visited (Australia)</p> <p>Climate Day</p>		<p>Creating bird's eye view plans</p>
<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Our local environment; Human and physical geography.</p> <p>Using basic geographical vocabulary.</p> <p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>I can name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</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><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Leeds Castle fieldwork.</p> <p>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 our school</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Locating the different countries in the world that animals come from.</p> <p>Exploring a different country (Burkina Faso, linked to all aboard for the Bobo road)</p> <p>Understanding 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-EU country.</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Trip to The Green Map making</p> <p>Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK (the Green)</p> <p>Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment.</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Geographical features of the seaside.</p> <p>Creating bird's eye view plans.</p> <p>Using basic geographical vocabulary to refer to key physical features inc beach cliff coast sea vegetation ocean season and weather</p> <p>Key human features City town village house port harbour shop</p>

<p>I know what the school grounds and immediate local area are like.</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 can use simple fieldwork and observational skills to study the geography of my school and its grounds.</p> <p>I can name some physical features of each area and simple human features which I come across in my daily life: fields, hill, sea, beach, cliff, buildings, village, town etc...</p> <p>I can build on my existing knowledge of a familiar place e.g. school grounds and immediate area.</p> <p>I can ask and answer simple questions about the school grounds.</p>	<p>Christmas around the world</p> <p>Locational knowledge: name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</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 recognise a globe and atlas of the world and know that it shows where all of 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>buildings, school field, Bearsted Green.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Identify seasonal weather patterns in the UK (Spring, covered through Science)</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<p>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>Devise a simple map and use and construct basic symbols in a key.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Identify seasonal weather patterns in the UK (Summer, covered through Science)</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds. I can use these to show a simple route.</p>	<p>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>
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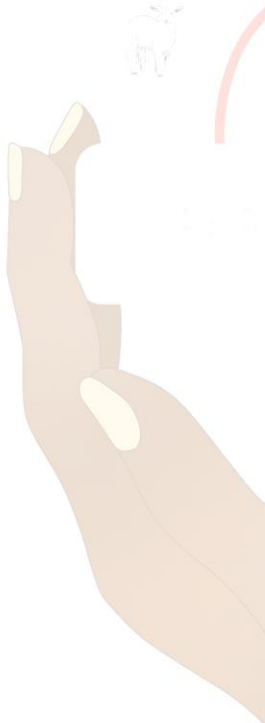

I can identify seasonal weather patterns in the UK (Autumn, covered through Science)					
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## Year 2 Curriculum and Key Skills Progression Recovery elements have been highlighted in yellow.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Fieldwork and create a map with a key</p> <p>Global citizenship day</p> <p>Snail and the Whale</p>	<p>Locate places on a map in relation to History work</p>	<p>Map the Snail and the Whales journey. Investigate some of the places they visited</p> <p>Climate Day.</p>	<p>Name the continents and oceans which Amelia Earhart flew over</p>	<p>Far away place - Rainforests</p> <p>Growth</p> <p>No Electricity Day</p> <p>Woodland Trust</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>
I can look at globes and maps to see where the Snail and the Whale might have travelled.	I can locate places on a map in relation to History work.	I can name and locate hot and cold places around the world	<p><b>Exploring the World</b></p> <p>Neil Armstrong</p> <p>Tim Peake</p>	I can use local geography through field trip to Woodland Trust - plan route, draw map etc.	<p>I can use aerial photos to locate school and features on Struay.</p> <p>I can plan a route on a map for our school trip.</p>



<p>I can locate and name the 7 continents and 5 oceans on my blank outline map of the world.</p> <p>I can identify physical and Human features seen by the Snail and the Whale</p> <p>I can name and locate the world's 7 continents and 5 oceans, understanding the terms 'continents' and 'sea'.</p> <p>I can use maps, atlases and globes to help me locate places around the world.</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 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 create a key for a map.</p>	<p>I can use directional language and compass directions.</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>Treasure map activity to use location and direction language.</p> <p>I can locate cold places in the world using atlases and globes to locate the North and South Poles.</p>	<p>I can locate places on a map in relation to launch and landing sites for Astronauts.</p> <p>I can name and locate places</p> <p>I can use globes and atlases</p> <p>I can show a route on a map.</p> <p>I can use vocabulary of near/far/left/right.</p> <p>I can recap North, South, East and West.</p>	<p>I can name and locate places</p> <p>I can use globes and atlases</p> <p>Rainforests</p> <p>I 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 Rainforests and Bearsted.</p> <p><b><u>Human and physical geography</u></b></p> <p>I can identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>I can identify the human and physical features of the 2 localities studied.</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,</p>	<p>I can carry out fieldwork on our trip.</p> <p>I can discuss the human and physical features of Struay and I can compare these with Bearsted.</p> <p>I can create a map with a key.</p> <p>I can identify the physical and human characteristics of England and Scotland through topic work. Compare Isle of Coll with Bearsted</p> <p>I know the geographical features of 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> <p>I know what the weather, physical features, lifestyle, transport etc. are like in another part of the UK</p> <p>I can create a map of an island in the UK and include a simple key and 2 figure grid references.</p>
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<p>I can identify physical and human features.</p> <p>I can use fieldwork to develop knowledge and understanding of the school and local area- Trip to the Woodland Trust.</p>				<p>transport etc... are like in a faraway place.</p> <p>I can locate tropical rainforests and other hot areas of the world.</p> <p>I can use simple fieldwork and observational skills to study the key human and physical features the surrounding environment – fieldwork in the local area</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</p>	
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				physical and human features of the local area.	
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