



## **Crawley Ridge Infant School – Progression in Geography**

### **(Sequence and Structure)**



**“What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, nothing about other countries and cultures?” Jonathon Porritt, Forum for the Future”**

**“Geography is all about the living, breathing essence of the world we live in. It explains the past, illuminates the present and prepares us for the future. What could be more important than that?” Michael Palin, Geographer**

### **INTENT**

By the end of KS1, pupils should have developed 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.

**The National Curriculum states that pupils should be taught about:**

#### **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 and 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.



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### **Implementation**

	Year R	Year 1	Year 2
<b>Contexts</b>	<b><u>Understanding the World</u></b> Our school grounds – Forest School Finding out about places far away	<b>Marvellous Maps – where we live and our school</b> <b>Hot and Cold places</b> <b>Weather</b> <b>The Countries of the UK</b> <b>Coast and Forest environments</b>	<b>The Continents of the World</b> <b>Mapwork</b> <b>Contrasting Locality Study</b> <b>Local Fieldwork</b>
<b>Locational knowledge</b>	<ul style="list-style-type: none"><li>Pupils know that they go to Crawley Ridge Infant School and are familiar with the parts of the school and grounds significant to them.</li></ul>	<ul style="list-style-type: none"><li>Pupils name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.</li></ul>	<ul style="list-style-type: none"><li>Name and locate the world's seven continents and five oceans</li></ul>
<b>Key vocabulary</b>	Near, far, home, school, country, travel, same, different	UK, England, Northern Ireland, Scotland, Wales London, Belfast, Edinburgh, Cardiff, North Sea, Atlantic	Continents, Europe, Asia, North America, South America, Australasia, Antarctica, Africa, Pacific,

		<p>Ocean, English Channel, country, capital</p> <p>Hot and cold, desert, North and South Poles, equator</p> <p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>City, town, village, factory, farm, house, office, port, harbour, shop</p> <p>Seasons, weather, rain, snow, cloud, storm, wind, sun</p> <p>Map, North, South, East, West</p>	<p>Atlantic, Arctic, Southern, Indian Oceans</p> <p>Similarity, difference, (area of non-contrasting European country)</p> <p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>City, town, village, factory, farm, house, office, port, harbour, shop</p>
Place knowledge	<ul style="list-style-type: none"> <li>Pupils know that there are other places far away from where they live.</li> </ul>		<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical</li> </ul>

	They begin to find out what some of these places are like.		geography of a small area of the UK and of a small area in a contrasting non – European country
Human and Physical Geography	•	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the N and S Poles</li> </ul>	•
Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>Exploring our school and school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the UK and its countries</li> <li>Begin to use simple compass direction N,S,E and W</li> <li>Begin to use aerial photographs and plan perspectives to</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the countries, continents and oceans studied in KS1</li> <li>Use simple compass directions N, S, E and W</li> <li>Use aerial photographs and plan perspectives to</li> </ul>

		<p>recognise landmarks and basic human and physical features</p> <ul style="list-style-type: none"> <li>• Devise a simple map</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and its grounds including through Forest School</li> </ul>	<p>recognise landmarks and basic human and physical features</p> <ul style="list-style-type: none"> <li>• Devise a simple map and use and construct basic symbols in a key</li> <li>• Use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment</li> <li>• Use simple locational and directional language e.g. near, far, left and right to describe the location of features and routes on a map</li> </ul>
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