

PROGRESSION IN KNOWLEDGE – GEOGRAPHY

| The Big Ideas | Foundation | KS1 | Lower KS2 |
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| <p>Locational Knowledge Name, location and characteristics</p> | <p>Knowledge</p> <ul style="list-style-type: none"> • Know the town and country that they live in | <ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans • Name and locate the four countries and capital cities of the UK • Name and locate, the Polar regions, Australia and Kenya • Identify hot and cold areas on a map. • Identify features on a town map | <ul style="list-style-type: none"> • Know that the UK is made up of countries, counties, cities and towns. • Name and locate the top 10 cities in England. • Name and locate the world’s seven continents and five oceans in a range of maps and atlases. • Name and locate the poles and equator. • Know the difference between longitude and latitude. • Name and locate Brazil, Brasilia and Rio do Janeiro in South America. • Name and locate Coulommiers and France • Name and locate, Egypt, Alexandria and the Nile. • Name and locate Germany and its major cities. |
| <p>Place knowledge Geographical similarities and differences</p> | <p>Knowledge:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations. • That the capital city of England is London and that London is bigger than the town where they live • That people live in different types of houses and have different ways of life • Know the town and country they live in and that England is part of the UK. | <ul style="list-style-type: none"> • Similarities and differences between living in England, Australia, rural Kenya and the Polar regions, • Climate in the Polar regions, Australia and Kenya • How the features of a region and their climate affect people living there - Masai Mara | <ul style="list-style-type: none"> • To identify the land uses of Leighton Buzzard and the local area. • The human and physical features of Leighton Buzzard. • Features of the rainforest and how they affect the people living there. • Features of the rainforest and how they affect the people living there. • Relationship between humans and deforestation of the rainforest. • Similarities and differences between Coulommiers, France and Leighton Buzzard, England. |
| <p>Human and Physical Geography</p> | <p>Knowledge</p> <ul style="list-style-type: none"> • Recognise that some environments and climates are different to the one in which they live. | <ul style="list-style-type: none"> • Seasonal and daily weather patterns in the United Kingdom. | <ul style="list-style-type: none"> • Human and physical features of Leighton Buzzard, England. • Identifying different land uses in the local area. |

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| <p>Processes and features</p> | <ul style="list-style-type: none"> • Talk about seasonal weather patterns in the UK and the names of the seasons. • Notice changes in weather through days, weeks and seasons, • Begins to describe familiar routes. • Notice and name key features in the environment. • Name and describe different houses people live in. | <ul style="list-style-type: none"> • Basic geographical vocabulary to refer to key physical and human features • Human and physical features of Australia • To know the similarities and differences between the UK and Australia's animal population. • Human and physical features of the UK coast. | <ul style="list-style-type: none"> • Human and physical features of the countries in the UK. • Physical geography of volcanoes – different types, how and why do they erupt? • The structure of the Earth. • Earthquakes – causes and effects. • How tsunamis occur and the effects of them. • How settlements have changed over time from the Anglo-Saxon period to today. • Physical geography of the Nile including the water cycle. • Physical features of the rainforest including its layers. • Human geography of the rainforest including types of settlement and land use, distribution of natural resources. |
| <p>Geographical skills and fieldwork Interpret a range of sources</p> | <p>Knowledge</p> <ul style="list-style-type: none"> • Begin to draw simple maps • To use directional language. • Knows where UK and England are on a map or globe. • Ask and respond to basic geographical questions • Use world maps, atlases and globes to locate the UK and its countries • Use world maps, atlases, globes, Google Earth to locate the continents and oceans. • Use simple four point compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map • Use a simple plan to follow a route around school and surrounding area • Use aerial photographs to identify key landmarks, basic human and physical features • Know how to plot a route on a simple map. • Devise a simple map • Construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of our school • Use fieldwork to observe, measure and record the human and physical features of the local area, Leighton Buzzard using a range of methods including sketch maps, plans, graphs, and digital technologies. • Create sketch maps and scaled maps. • Use and create sketch maps, scale maps including standard keys from ordnance survey • Use the 8 points of a compass to describe a location. • Consider how photographs provide evidence • Use maps, atlases, globes and digital/computer mapping to locate the focus countries and cities. | | |

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| | | <ul style="list-style-type: none">• Use a simple plan to follow a route around school and surrounding area | |
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