



## Knowledge and Skills Progression Overview 23-24

Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<p>Within the EYFS provision, Geography skills are explored and taught via planning, intervention, incidental learning and following children's lines of enquiry throughout the year, some themes (below) are encouraged and explored each term.</p> <p><b>ELG: People, Culture and Communities:</b> - 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.</p> <p><b>The World:</b> Explore the natural world around them, making observations;            - 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;            - Understand some important processes and changes in the natural world around them, including the seasons</p>						
EYFS	Nursery	<p><b>People, Culture and Communities</b></p> <p>Is curious about people and shows interest in stories about people            Has a sense of own immediate family and relations and pets</p> <ul style="list-style-type: none"> <li>• In pretend play, imitates everyday actions and events from own family and cultural background.</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> </ul>		<p><b>The World</b></p> <p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</p> <ul style="list-style-type: none"> <li>• Remembers where objects belong</li> </ul> <p>Notices detailed features of objects in their environment</p> <ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>• Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</li> </ul>		
	Reception	<p><b>People, Culture and Communities</b></p> <p>Shows interest in the lives of people who are familiar to them</p> <ul style="list-style-type: none"> <li>• Shows interest in different occupations and ways of life indoors and outdoors</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>		<p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Developing an understanding of changes over time</li> <li>• Shows care and concern for living things and the environment</li> <li>• Begin to understand the effect their behaviour can have on the environment</li> </ul> <p>Looks closely at similarities, differences, patterns and change in nature</p> <ul style="list-style-type: none"> <li>• Knows about similarities and differences in relation to places</li> <li>• Talks about the features of their own immediate environment and how environments might vary from one another</li> </ul>		



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	Continuous Provision	<ul style="list-style-type: none"> <li>Provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes, ensuring different cultures are represented but especially the backgrounds of the children in the room.</li> <li>Provide positive images of all children including those with diverse physical characteristics, including disabilities.</li> <li>Support good ecological habits in daily life by providing first-hand experiences, e.g. waste disposal by putting papers in recycling bins,</li> <li>Support children's understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.</li> </ul> <p>Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.</p> <ul style="list-style-type: none"> <li>Ensure the use of up-to-date, appropriate photographs of parts of the world that are commonly stereotyped and misrepresented.</li> </ul> <p>Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.</p> <ul style="list-style-type: none"> <li>Provide role-play areas with a variety of resources reflecting diversity.</li> <li>Make a display with the children, showing all the people who make up the community of the setting.</li> </ul>		<ul style="list-style-type: none"> <li>Develop the use of the outdoors so that young children can investigate features, e.g. a mound, a path or a wall, and experience weather, large spaces and seasonal change               <ul style="list-style-type: none"> <li>Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind.</li> </ul> </li> <li>Provide story and information books about places, such as a zoo or the beach, to remind children of visits to real places.</li> <li>Use the local area for exploring both the built and the natural environment. Regularly take small groups of children on local walks, taking the time to observe what involves the children's interest.</li> <li>Provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment</li> <li>Share stories related to pollution, climate change, habitat erosion, etc.</li> </ul>			
Year 1	Topic/Focus	<b>Can we play outside today?</b>		<b>Where do I belong?</b>		<b>What is my country like?</b>	
	Key knowledge	<p><b>Seasons</b></p> <p>Summer – Summer is the hottest season. Summer starts in the month of June</p> <p>Winter - Winter is the coldest season. Winter starts in December.</p> <p>Spring - Spring starts in March</p> <p>Autumn - Autumn starts in September.</p> <p><b>Weather</b>- wind, rain, snow, hail, fog, sun, frost</p> <p><b>Aerial photograph</b> – a photograph taken from above.</p>		<p><b>Human Features</b> - shop, streets, roads, houses, school, city, town, village, factory, farm, house, office</p> <p><b>Physical Features</b>- trees</p> <p><b>Directional language</b> - near and far; left and right</p>		<p><b>Countries:</b> United Kingdom – England, Scotland, Wales, Northern Ireland</p> <p><b>Highest Population</b> – England, <b>Lowest Population</b> – Northern Ireland.</p> <p><b>Seas:</b> North Sea, English Channel</p> <p><b>Capital Cities</b> – England (London) Scotland (Edinburgh)</p> <p><b>Mountain</b> – Ben Nevis and Scarfell Pike</p> <p><b>Characteristics London</b> – River Thames, Big Ben, Buckingham Palace</p> <p><b>Characteristics Edinburgh</b> – Edinburgh castle, Arthur's seat</p> <p><b>Rivers</b> – Thames, Tyne, Wear</p>	
	Key skills	<p><b>Identify</b> UK seasonal and daily weather patterns</p> <p><b>Use</b> aerial photographs and maps of the school grounds to locate and map physical and human features.</p>		<p><b>Use</b> basic maps and geographical language.</p> <p><b>Use</b> simple fieldwork and observational skills to study the geography of the school, its grounds and its surrounding environment.</p>		<p><b>Locate</b> the four countries of the United Kingdom and its surrounding seas on a map.</p> <p><b>Locate</b> the capital cities of the United Kingdom on a map.</p>	
Year 2	Topic/Focus	<b>Where do people live?</b>		<b>What can I see from above?</b>		<b>What might we see on holiday?</b>	
	Key knowledge	<p><b>Human features</b> Settlement, capital city, cities, towns and villages Urban, Rural, Densely Populated,</p>		<p><b>Vocabulary</b> - Earth, land, sea, city, Equator,</p> <p><b>Continents</b></p>		<p><b>Masai Mara</b></p> <p><b>Location</b> - Continent - Africa, Country - Kenya, Area -</p>	



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		Sparsely populated <b>Locational and directional vocabulary</b> Compass Direction - North, East, South and West. <b>Key</b> – Symbols to tell us what things are. Aerial photograph		Europe, Asia, Africa, North America, South America, Oceania, Antarctica. <b>The 5 oceans</b> – Arctic, Atlantic, Indian, Pacific and Southern <b>Directions</b> North / South / East / West <b>Mountains</b> -Andes, Alps, Himalayas, Rocky Mountains. <b>Rivers</b> UK - River Thames, North America – River Mississippi South America – River Amazon Africa – River Nile, Europe - Thames, Tyne, Wear River Danube Asia – Yangtze River Oceania – Murray Darling River		Masai Mara Physical Features– savannah, grasslands Human - National Park, sparsely populated, Climate – Arid  <b>Saltburn</b> <b>Location</b> – Continent - Europe, Country - United Kingdom, Region- North East, Middlesbrough, Human feature: town, city, house, farm, shop, road, pier Physical feature: beach, sea, cliff, hill, vegetation, river, Climate – mild Sea/Ocean – North Sea  <b>Compass Direction</b> -North, East, South and West.	
	Key skills	<b>Identify</b> and plot landmarks, physical and human features on maps and aerial photographs <b>Follow</b> a map using simple compass directions <b>Use</b> a key on map/atlas to identify and describe human features		<b>Use</b> geographical information from maps, satellite images, atlases and globes. <b>Use</b> aerial photographs to recognise basic physical features.		<b>Use</b> simple compass directions, locational and directional language <b>Locate</b> on a map <b>Make</b> comparisons of the human and physical geography	
Year 3	Topic/Focus	<b>Is all of the UK the same?</b> <b>Why is Murton Special?</b>		<b>A Visit to Greece</b>		<b>Why is Murton special?</b> <b>Is all of the UK the same?</b>	
	Key knowledge	<b>Vocabulary</b> <b>Land use</b> – Residential , Transportation. Recreational, Industrial, Agricultura, Commercial  Physical Features Human features  <b>Change</b> – development, population, economy,  Fieldwork		Vocabulary Continent – Europe Seas - Aegean, Ionian and Mediterranean Sea  Regions: the mainland, islands and the peninsula called the Peloponnesus .  80% of Greece is covered with steep mountains.  Mount Olympus is Greece's highest mountain at 2917 metres tall (9570 ft).		<b>Vocabulary</b> Landscape, relief, landmark, rivers, mountains, hill, climate, weather, vegetation, coastline, river, lake, United Kingdom Country: England Capital City: London Mountains: The Pennines, The Cheviot Hills, The Cumbrian Mountains, Scafell Pike Rivers: River Thames, River Tyne, The River Severn Landmarks / Features : Holy Island, Blackpool pier, Port of Tyne, Bambergh Beach, White Cliffs of Dover Country: Ireland Capital City: Belfast Mountains: The Antrim Mountains Landmarks/ Features: The Giant's Causeway Country: Scotland Capital City: Edinburgh Mountains: The Grampian Mountains, Ben Nevis, Rivers: River Forth, Landmarks / Features: Edinburgh Castle / Loch Ness Country: Wales	



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					Capital City: Cardiff Mountains: The Cambrian Mountains, Snowden, Rivers: The River Severn Regions: North and East of England, North and West of England, South and West England, South and East England	
Key skills	<b>Use</b> geographical information from different types of maps <b>Pose</b> geographical questions <b>Use</b> satellite image and a variety of maps <b>Use</b> 4 figure grid references <b>Gather</b> information and draw conclusions <b>Present</b> information		Use geographical information from different types of maps Gather information Pose geographical questions Compare regions		<b>Use</b> satellite image and a variety of maps <b>Add</b> detail to a base map, using OS maps with symbols and four figure grid references <b>Annotate</b> photographs, base maps, satellite images. <b>Describe</b> information suggested by a map/ image.	
Topic/Focus	<b>Why does Italy rattle?</b>		<b>How does Europe fit together?</b>		<b>What happens When the Land Meets the Sea?</b>	
Key knowledge	<b>Vocabulary</b> Continent, Europe, Country, region, Italy, Durham, Population, settlement, Land use  Physical Features: Coastline, bay, Peninsula, Mountain range: Alps, Apennines, River, Po, Tiber, Tectonic – plate boundaries, Volcano(es) –Vesuvius, Earthquake		<b>Vocabulary:</b> country, Europe, continent, river, mountain, fjord, dense/sparse, Population, landmark. <b>France</b> Capital City – Paris Human Features – Eiffel Tower, Physical Features – Alps, Seine <b>Germany</b> Capital City – Berlin Human Features – Berlin Wall, Brandenburg Gate Physical Features – Rhine <b>Italy</b> Capital City – Rome Human Features – Colosseum Physical Features - Alps, Mount Vesuvius <b>Spain</b> Capital City – Madrid Human Features – La Sagrada Familia Physical Features – Canary Islands <b>Russia</b> Capital City – Moscow Human Features – Winter Palace, Physical Features – Urals, Mount Elbus		<b>Geographical Vocabulary</b>  Coastline, coastal, cliff, rock, sand, pebble, sediment, erosion, transport, deposition, landform, estuary, sea, ocean, river, wave, tide, longshore drift, cliff, arch, stack, stump, swash, backwash, solution, hydraulic action, groyne, gabion, sea wall, hard and soft engineering, port, harbour.  <b>Fieldwork vocabulary</b> – risk, data, sketch, analysis, evaluation, measure, observation, recording, environmental, survey	
Key skills	<b>Use</b> geographical information from different types of maps <b>Gather</b> information <b>Pose</b> geographical questions <b>Compare</b> Bay of Naples and the Northeast of England		<b>Locate</b> countries using atlas, maps, thematic maps and GIS, geographical information from research. <b>Sketch</b> /photographic <b>Annotate</b> <b>Describe</b> places geographically.		<b>Use</b> geographical information from OS maps, information texts, photographs and fieldwork <b>Fieldwork:</b> planning, risk assessment, devising questions, data gathering, analysis and processing, evaluation	
Topic/Focus	<b>Where does the water go?</b>		<b>Where does the earth meet the sky?</b>		<b>Where does our food come from?</b>	
Key knowledge	<b>Tees</b> Continent - Europe Country- England Source – Cross fells – Pennines Mouth- North Sea at Teesmouth, Middlesborough <b>Volga</b> Continent - Europe		<b>Key Vocabulary:</b> Peak, topographic, subduction, seismic summit, slope, ridge, altitude, relief, contours, range cliff, valley, tectonic plates, volcano, compound, extinct, dormant, active, <b>Mountains:</b> <b>Snowdonia</b> <b>Continent;</b> Europe, <b>Country:</b> northwest Wales.		<b>Know that the location and climate effects the resources available.</b> <b>The world is interconnected.</b>  <b>Key Vocabulary:</b> land use, farm, sea, river, factory, trade, resources, transport, UK, import, dairy, cereal, livestock, export, producer, economic	

Year 4

Year 5



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		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
		<p>Country - Russia Source -Valadi Hills Mouth – Caspian Sea</p> <p><b>Nile</b> Continent – Africa Source - Rwanda Mouth – Mediterranean Sea</p> <p><b>Geographical Vocabulary</b> - Bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, fresh water, meander, mouth, salt water, silt, source, tidal river, Tributary, watershed, coast</p> <p><b>Fieldwork vocabulary</b> – risk, data, sketch, analysis, evaluation, measure, observation, recording, environmental, survey</p>		<p><b>Alps</b> <b>Continent:</b> Europe <b>Himalayas</b> <b>Continent</b> – Asia Highest Peak – Mount Everest</p> <p><b>Andes</b> <b>Continent</b> – South America <b>Top facts:</b> The Andes make up the longest mountain chain in the world. <b>Ring of fire</b> - a path along the Pacific Ocean known for active volcanoes and frequent earthquakes</p>		activity	
	Key skills	<p><b>Use</b> fieldwork to observe, measure, record and present the human and physical features using a range of methods, <b>Locate</b> the named rivers on maps <b>Use</b> a topographical map to identify the source route and the mouth of a given river. <b>Use</b> digital mapping</p>		<p><b>Use</b> geographical information from maps, atlases, globes <b>Use</b> a variety of sources of geographical information <b>Annotation</b> and geographical descriptions of photographs, features and places <b>Using</b> and referring to geographical resources</p>		<p><b>Use</b> of geographical information from maps, atlases, globes, diagrams etc <b>Use</b> information from maps, diagrams and information texts. <b>Devise</b> questions, collect/ measure and record data <b>Use</b> some basic presentation techniques.</p>	
Year 6	Topic/Focus	<b>How can we effect the world?</b> <b>Energy / conservation / climate change (Child initiated unit)</b>		<b>Is all the world the same?</b> <b>Biomes and climate zones</b>		<b>What do places have in common?</b>	
	Key knowledge	<p><b>Vocabulary</b> Global Warming- the gradual warming of the earth's atmosphere, oceans and surface Climate Change – the change in long term weather patterns, caused by (in this instance) Global Warming Impact – the result of climate change Greenhouse effect Weather – short term changes in the atmosphere Climate – longer term trends of weather in specific regions</p>		<p>Continent, climate, weather, equator, poles, Tropics of Cancer and Capricorn <b>Aquatic Biome</b> -any part of Earth that is covered with water. This includes freshwater and salt water. <b>Forest Biome</b>- The largest biome, wide variety of plants, trees, animals, insects, and microscopic organisms. The major characteristic of the forest biome is its trees. <b>Desert Biome</b> - very little vegetation. The climate is extreme depending on its location. The deserts of Africa are extremely hot during the winters and warm throughout the rest of the year. There are also cold deserts such as those in Antarctica. <b>Tundra Biome</b> - the coldest places on Earth, similar to a cold desert except they receive less rainfall and contain different animals and plants. <b>Grassland Biome</b> - hills of various grasses. They receive just enough rain to sustain grass but not enough to grow many trees. <b>Vegetation belt.</b> Vegetation belts depend on temperature, which decreases in line with increasing elevation.</p>		<p><b>Mexico City</b> Continent – South America Country – Mexico Southern Hemisphere Time Zone – GMT – 6 Climate Zone – largely tropical Bodies of water – Gulf of Mexico and Pacific Ocean</p> <p><b>Mexico</b> MAJOR MOUNTAIN RANGES: Sierra Madre MAJOR RIVERS: Rio Grande, Yaqui</p> <p><b>Durham –</b> Continent – Europe Country – England Northern hemisphere Time zone GMT Climate zone – mild Bodies of water – River Wear</p>	
	Key skills	<p><b>Use</b> 8 points of the compass, 6 figure grid references, symbols and key to build knowledge of wider world. <b>Use</b> a variety of sources of geographical information <b>Communicate</b> Ideas and information in a variety of ways. <b>Compare</b> and <b>evaluate</b> information</p>		<p><b>Use</b> maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>Communicate</b> Ideas and information in a variety of ways. <b>Compare</b> and <b>evaluate</b> information</p>		<p><b>Use</b> geographical information from different types of maps, graphs and information. <b>Use</b> of GIS for mapping and weather information. <b>Observe</b>, measure and record. <b>Communicate</b> Ideas and information in a variety of ways. <b>Compare</b> and <b>evaluate</b> information</p>	

