



## Morda CE (VC) Primary School

### Knowledge and skills progression in Geography

At Morda, our geography curriculum seeks to inspire pupils to become responsible and courageous local and global citizens. We use mantle of the Expert fictional contexts as a tool to transport our pupils to the most accessible places in the world and also to explore geographical challenges in our own locality.

Pupils are taught key physical and human knowledge of the world, in order to embed this information in their long-term memory. Within carefully constructed fictional contexts, pupils visit places of geographical interests and explore and influence geographical challenges as if they were operating in the real world. Our pupils are led by our Christian values of Courage, Compassion and Fairness as they consider difficult geographical challenges in the world. Through the geography curriculum, they reflect on their own actions and responsibilities to other people, to the environment and to the sustainability of the planet.

Our eco – school committee encourages children to become responsible eco – citizens and make a positive impact on their local and global environment.

## Knowledge of human and physical geography

<b>Physical</b>	<b>Human</b>
<b>Weather, climate zones and seasons</b>	<b>Settlement and land use</b>
<b>Rivers, mountains, volcanoes and earthquakes</b>	<b>Economic activity and trade</b>
<b>Biomes and vegetation belts</b>	<b>Natural resources</b>
<b>The water cycle</b>	Population
Rocks and soils	Transport
Climate change	Development

Knowledge, which is highlighted in **yellow**, is revisiting and building on knowledge gained in previous year group.

# Planning for knowledge progression in Early Years Foundation Stage

## Early Years Foundation Stage Development Matters Statements

### EYFS Development Matters Statements Birth to Three - Specific Areas

#### Understanding the world

- Explore and respond to natural phenomena in tier setting and on trips
- Notice the differences between people.

### EYFS Development Matters Statements Three and Four-Year-Olds - Specific Areas

#### Understanding the world

- Talk about what they see using a wide vocabulary
- Show an interest in different occupations
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

### EYFS Development Matters Statements Children in Reception - Specific Areas

#### Understanding the world

- Draw information from a simple map
- Understand that some places are special to members of the community
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

#### Topics

Me and my Village  
Settlement  
Out of this World  
Highlands of Scotland  
(Katie Morag)  
African School  
(Handa's Surprise)  
London and Morda  
(The Greedy Fox)  
I do like to be beside the  
seaside  
History of seaside  
Wales and Welsh Coast

#### Key vocabulary

***Town, road, path, houses, buildings, gardens, playgrounds, parks***

***Maps, buildings, area, places, changes, differences, flats, churches, synagogues, village Observational, select, adapt, change, differences, map, symbol, signs, ariel view***

# Planning for knowledge progression in key stage 1

Geography – Key Stage 1			
Category of knowledge	NC statements	Year 1	Year 2
Geographical enquiry		<ul style="list-style-type: none"> <li>Use resources provided and their own observations to respond to questions about places.</li> </ul>	<ul style="list-style-type: none"> <li>Select information from resources provided.</li> <li>Use this information and their own observations to ask and respond to questions about places.</li> </ul>
Geographical Skills and Field work	<p>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</p> <p>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 Geography – key stages 1 and 2 3</p> <p>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</p> <p>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.</p>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities</li> <li>Use aerial images to recognise landmarks and basic physical features</li> <li>Use simple fieldwork to observe, measure and record the human and physical features in the local area Use a simple key to recognise physical or human features on a map</li> <li>Create a simple map of my local environment</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>learn and use the four points of a compass to describe the location of features on a map</li> <li>Use locational and directional language such as: near, far, left, right to describe the location of features on a map</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features</li> <li>Devise a simple map, and use and construct basic symbols in a key</li> <li>Use simple grid references (A1, B1)</li> <li>Use fieldwork to observe, measure and record the human and physical features in the local area</li> </ul>
Locational knowledge	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge:</p>	<ul style="list-style-type: none"> <li>Know the names of the four countries that make up the UK and name the bodies of water that surround the UK</li> <li>Recognise the seven continents of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate the seven continents of the world</li> <li>Know the names of and locate the five oceans of the world</li> <li>Know the name of and locate the four capital cities of England,</li> </ul>

	<p>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</p>	<ul style="list-style-type: none"> <li>Identify some of the human and physical characteristics of the four countries of the UK. <i>England, Ireland, Scotland, Wales, North Sea, Irish Sea, English Channel and Atlantic Ocean.</i> <i>Europe, Africa, Antarctica, North America, South America, Asia and Australasia (Oceania).</i> <i>Know features of hot and cold places in the world. Understand location in relation to the Equator, South and North Pole.</i></li> </ul>	<p><b>Wales, Scotland and Northern Ireland</b></p> <ul style="list-style-type: none"> <li><b>Describe</b> some of the human and physical characteristics of the four countries of the UK. <i>Europe, Africa, Antarctica, North America, South America, Asia and Australasia (Oceania).</i> <i>Atlantic, Pacific, Indian, Southern and Arctic ocean.</i> <i>London, Cardiff, Edinburgh and Belfast.</i> <i>Know the main differences between a home town and that of a small place in a non-European country (maybe linked to topic)</i></li> </ul>
Human and Physical	<p>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</p>	<ul style="list-style-type: none"> <li>Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality.</li> <li>Compare and contrast a location such as a farm with the seaside.</li> <li>Talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis.</li> <li>Identify land use around the school and my local area in Morda.</li> <li>use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions such as: What is this place like. What or who will I see in this place? What do people do in this place?</li> <li>Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.</li> <li>Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences</li> <li>Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied</li> </ul>
Sustainability		<ul style="list-style-type: none"> <li>Talk about the things I like and don't like about the local environment. Talk about what people do in the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Express thoughts and views about a locality.</li> <li>Talk about how people can affect the environment they live in.</li> </ul>

Topics	Local Study Morda Local Study Oswestry
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Planning for knowledge progression in key stage 2

Geography Key Stage 2			
Category of knowledge		Year 3	Year 4
Geographical Enquiry		<ul style="list-style-type: none"> <li>Use skills and sources of evidence to respond to a range of geographical questions.</li> <li>Offer reasons for some of their observations and judgements about places.</li> <li>Offer explanations for the location for some human and physical features in different localities.</li> </ul>	<ul style="list-style-type: none"> <li>Use skills and sources of evidence to respond to a range of geographical questions.</li> <li>Offer reasons for some of their observations and judgements about places.</li> <li>Offer explanations for the location for some human and physical features in different localities.</li> </ul>
Geographical skills and fieldwork	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Using a range of maps and atlases; locate a variety of countries and capitals, identify lines of longitude and latitude</p> <ul style="list-style-type: none"> <li>Using an Ordnance Survey map 1:50,000;</li> <li>Explain a range of OS symbols and key</li> <li>Four figure grid references</li> <li>Begin to demonstrate an understanding of the eight points of a compass</li> <li>Compare and contrast human and physical features using terrestrial, aerial and satellite photographs</li> <li>observe and measure (e.g. rainfall, temperature)</li> <li>Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables, line graphs)</li> </ul>	<p>Using a range of maps and atlases (digital online mapping and data retrieval (google earth): locate the equator, the Tropics of Cancer and Capricorn</p> <ul style="list-style-type: none"> <li>Know how to plan a journey within the UK, using a road map</li> <li>Using an Ordnance Survey map 1:50,000;</li> <li>Explain and use an increased range of OS symbols and key</li> <li>Four figure grid references</li> <li>Spot heights</li> <li>Estimate area</li> <li>Demonstrate an understanding of the eight points of a compass</li> <li>Estimate straight line distances using a scale line</li> <li>Compare and contrast human and physical features using terrestrial, aerial and satellite photographs</li> <li>observe and measure (e.g. rainfall, temperature)</li> <li>Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables, line graphs, flow line)</li> </ul> <p><i>Weather maps, climate maps, thematic maps, spot heights, north-west etc, scale line, digital online mapping and data retrieval (google earth), OS maps</i></p>

<p>Location and place</p>	<p><b>Location:</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <b>Place:</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p><b>Location:</b></p> <ul style="list-style-type: none"> <li>• Locate and name the continents on a World Map</li> <li>• Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?</li> <li>• Name and locate counties and cities of the United Kingdom?</li> <li>• Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time</li> <li>• Name and locate some countries of Europe?</li> </ul> <p>Can I share my own views about locations?</p> <p><b>Place:</b></p> <ul style="list-style-type: none"> <li>• Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use?</li> <li>• Identify the main physical and human characteristics of the countries of Europe</li> <li>• Describe geographical similarities and differences between a region in the United Kingdom and one in a European country</li> <li>• Describe how the locality of the school has changed over time?</li> </ul>	<p><b>Location:</b></p> <p>Can I explain my own views about locations, giving reasons? Can I name and locate counties and cities of the United Kingdom? Can I locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time? Can I name and locate the countries of Europe? Can I name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?</p> <p><b>Place:</b></p> <ul style="list-style-type: none"> <li>• Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time?</li> <li>• Identify the main physical and human characteristics of the countries of Europe.</li> <li>• Describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.</li> <li>• Describe geographical similarities and differences between countries?</li> </ul>
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Human and Physical	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location</li> <li>Describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in a European country</li> <li>Describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location</li> <li>Describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle</li> <li>Describe key aspects of human geography including settlements and land use.</li> </ul>
Sustainability		<ul style="list-style-type: none"> <li>Give reasons for thoughts and views about a locality.</li> <li>Talk about and describe how people try to improve and sustain their environment. Give reasons for local environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>Justify reason, thoughts and views with factual information.</li> <li>Provide factual evidence to support ways in which people can improve and sustain the environment.</li> <li>Use a range of sources of evidence to support environmental issues.</li> </ul>
Topics	Europe and the Mediterranean UK City Liverpool Rivers around the World (Climate Emergency ) River Nile North America UK Contrasting Location – Llandudno		

Planning for knowledge progression in key stage 2

Geography – Key stage 2			
Category of knowledge		Year 5	Year 6
Geographical Enquiry		<ul style="list-style-type: none"> <li>• Draw on knowledge and understanding to suggest suitable geographical questions for study.</li> <li>• Use a range of geographical skills and evidence to investigate places and themes</li> </ul>	<ul style="list-style-type: none"> <li>• Identify relevant geographical questions.</li> <li>• Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.</li> <li>• Reach plausible conclusions and present findings both graphically and in writing</li> </ul>
Geographical skills and fieldwork	<p>Use maps, atlases, globes, digital mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe, measure and record the human and physical features in the local area (including sketch maps, plans and graphs)</li> </ul>	<p>Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) locate countries and capitals from around the world including the northern and southern hemisphere.</p> <ul style="list-style-type: none"> <li>• Using an Ordnance Survey map 1:25,000;</li> <li>• Classify a range of OS symbols and key</li> <li>• Six figure grid references</li> <li>• Estimate height using contour lines</li> <li>• Understand the eight points of a compass</li> <li>• Calculate straight line distance using a scale line</li> <li>• Use terrestrial, aerial and satellite photographs to identify geographical features</li> </ul>	<p>Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) to locate countries and places of interest (e.g. journey of a river, fault lines, ring of fire, forest cover)</p> <ul style="list-style-type: none"> <li>• Using an Ordnance Survey map 1:25,000;</li> <li>• Classify a range of OS symbols and key</li> <li>• Six figure grid references</li> <li>• Estimate height and slope using contour lines</li> <li>• Apply the eight points of a compass</li> <li>• Calculate straight line and actual distance using a scale line</li> <li>• Make informed statements using terrestrial, aerial and satellite photographs (deforestation, decline of Great Barrier Reef, Ice caps melting)</li> </ul>

		<ul style="list-style-type: none"> <li>• observe and measure (e.g. rainfall, temperature)</li> <li>• Demonstrate an understanding of recording, presenting, interpreting and evaluating data (pie charts, climate graphs)</li> </ul> <p><i>Weather maps, climate maps, thematic maps, spot heights, pie charts, climate graphs, north-west etc, scale line, digital online mapping and data retrieval (google earth), OS maps</i></p>	<ul style="list-style-type: none"> <li>• observe and measure (e.g. rainfall, temperature)</li> <li>• Demonstrate an understanding of recording, presenting, interpreting and evaluating data (scatter graphs, pie charts, climate graphs)</li> </ul> <p><i>Weather maps, climate maps, thematic maps, spot heights, pie charts, climate graphs, north-west etc, scale line, scatter graphs, digital online mapping and data retrieval (google earth), OS maps</i></p>
Location and Place		<p><b>Location:</b></p> <ul style="list-style-type: none"> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of South and Central America</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place:</b></p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries</li> <li>• Explain how locations around the world are changing and explain some of the reasons for change</li> </ul>	<p><b>Location:</b></p> <ul style="list-style-type: none"> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of North America, South and Central America</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place:</b></p> <ul style="list-style-type: none"> <li>• Explain and discuss a range of reasons for geographical similarities and differences between countries.</li> <li>• Explain how locations around the world are changing and</li> </ul>

		<ul style="list-style-type: none"> <li>• Begin to understand and explain geographical diversity across the world</li> </ul>	<p>explain some of the reasons for change.</p> <ul style="list-style-type: none"> <li>• Describe geographical diversity across the world.</li> </ul>
Human and Physical		<ul style="list-style-type: none"> <li>• Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations?</li> <li>• Begin to identify and describe how the physical features affect the human activity within a location</li> <li>• Identify and describe the main human and physical characteristics of South and Central America</li> <li>• Begin to understand and explain how countries and geographical regions are interconnected and interdependent</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time</li> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations</li> <li>• Identify and describe how the physical features affect the human activity within a location</li> <li>• Identify and describe the main human and physical characteristics of North and South America</li> <li>• Explain how countries and geographical regions are interconnected and interdependent</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time</li> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>
Sustainability		<ul style="list-style-type: none"> <li>• Talk about and give reasons for own and others views about changes to the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe the different views that people may</li> </ul>

		<ul style="list-style-type: none"> <li>• Talk about and describe how people's actions can damage and improve the environment.</li> <li>• Talk about and describe reasons for global environmental issues.</li> </ul>	<p>hold when changes are made to the environment.</p> <ul style="list-style-type: none"> <li>• Talk about and describe the ways in which groups try to manage an environment's sustainability.</li> <li>• Describe how decisions made about places and environments can impact on the lives of the people who live there.</li> </ul>
<p>Topics</p>	<p>India  None European Comparison to the UK  Mountains of the World (Climate emergency)  Energy and the Environment ( Climate Emergency)  South America ( Brazil )  Comparison with Uk  Volcanoes and Earth Quakes  Global Trade ( Climate Emergency)</p>		