



Progression in Geography at Radford Semele C of E Primary School

Early Years:

Of the seven areas of learning and development outlined in the English EYFS framework, the one that fits best with geography is undoubtedly: 'Understanding the World'. Children are guided to make sense of their physical world and community through a range of personal experiences. At Radford Semele, in the autumn term, our Reception children think more about themselves including knowing the name of the village they live in and the features of their immediate environment. In the spring term, they explore this further by visiting different locations in the village to find out more about the activity that takes place there. For example, visiting the local shop and farm. In the summer term, our Reception children begin to extend their knowledge of the world beyond their immediate environment by exploring different countries through picture books and non-fiction texts and looking at maps and going on to make their own maps.

Children at the expected level of development will:

People, Culture and Communities

- 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.

The Natural World

- 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.

	Y1	Y2	Y3	Y4	Y5	Y6
Locational Knowledge	Building on their learning in Reception, children explore the location of the village they live in before extending this to learn more about the UK by naming locating and identifying characteristics of the four countries and capital cities of the UK.	In Y2, children expand their locational knowledge by naming and locating the world's seven continents and five oceans. Children then focus on the location of India and its major cities.	Building on KS1 knowledge of the UK, children name and locate areas of the UK identifying key human and physical characteristics which make them good places to settle. In the summer term, children extend their locational knowledge to Europe and focus on the country of Italy.	In the autumn term, Y4 deepen their locational knowledge of the UK by locating counties. In the spring term, children focus on the location of the polar regions and begin to understand how the world has zones and significant lines of longitude and latitude. In the summer, children continue to build a greater locational knowledge of the world by focusing on the continent of Africa and the location of Egypt.	In Y5, children begin the year by exploring South America and using maps. The children find out more biomes and climate zones around the world and locate key centres of trade. In the spring term, children continue to strengthen their locational knowledge around the world by finding out more about the location of volcanoes and earthquakes. In the summer term, children revisit Europe with a focus on Greece.	In Y6, the children begin by studying maps and using their knowledge of longitude, latitude, compass points and grid references to locate places. Building upon this learning in the spring, children learn more about significant lines of longitude and latitude including the Prime Meridian and time zones. In the summer term, children will use what they have learnt and a variety of maps and aerial photographs to study how locations have changed over time.
Place knowledge	Children begin to compare places in the UK building upon their EYFS knowledge and understanding of the world, people and communities. This includes comparing towns and rural areas, their local area with a coastal environment and	In Y2, children begin to compare places in the UK with a place outside of the UK. We have chosen to focus on the country of India and city of Mumbai due to the high proportion of families from Indian heritage within Leamington Spa.	In Y3, children have a focus on settlements and think about land use in different places. They also extend their place knowledge beyond the UK by comparing and contrasting our local area to the country of Italy with a specific focus on Venice.	In Y4, children think about the climate zones, biomes and vegetation belts around the world and compare deserts around the world including the polar regions and Egypt.	In Y5, children begin to form a deeper knowledge of diverse places, people, resources, natural and human environments. They have a specific focus on trade and economic activity in South America and Greece and compare the human/physical features of these areas,	In Y6, children show a greater understanding of areas outside of the UK and can make links between these places and where they live. In the summer term, children focus on places near the coast and how changes to the

	comparing the four countries of the UK.				including a study of rainforests. In their 'Natural Disasters' topic, the children think about settlements located in areas of high seismic activity or near to volcanoes and the impact on humans such as tourism and agriculture.	environment can impact people and places.
Human and Physical Geography	<p>In Y1, children go on a local area walk in their first theme thinking more about the human and physical features in their local environment. They identify key human and physical features in towns and rural areas such as forests, hills, farm, shop and house.</p> <p>In Y1, children also explore seasons and daily weather patterns in the UK.</p> <p>In the summer term, children develop their basic geographical vocabulary thinking more about coastal areas (eg. beach, cliff, coast, sea and ocean)</p>	<p>When extending their geography learning beyond the UK to finding out more about the world, children find out more about hot and cold areas in relation to the Equator.</p> <p>Children develop their knowledge and vocabulary of human and physical features when comparing the city of Mumbai to their local area. Children will think more about differences in weather, season and vegetation.</p>	<p>In Y3, children focus on human geography including types of settlements and land use. The children will look at physical features of areas that make a good settlement site.</p> <p>When comparing Venice to our local area, children will compare human and physical features of both areas.</p> <p>In the spring term, children will develop their understanding of physical geography by finding out more about rivers and mountains.</p>	<p>Children will build on their knowledge of settlements by finding out more about Anglo-Saxon and Viking settlements.</p> <p>When finding out more about deserts around the world including the Polar Regions and the Sahara, children will compare the human and physical features of these locations.</p>	<p>In the autumn term, our Y5s will find out more about the physical features of rainforests when focussing on South America. They will also find out more about aspects of human geography with an emphasis on trade and economic activity.</p> <p>In the spring term, children will find out more about physical geography when learning about volcanoes, earthquakes and tsunamis.</p>	<p>In the summer term, children will find out more about the physical features of coastal areas which are affected by erosion and deposition.</p> <p>In the autumn and spring term, children will also learn about the changing world by investigating changes in human geography such as changing borders.</p>

Geographical Skills and Fieldwork	<p>In Y1, children will use first-hand observation to enhance their locational awareness along with continuing to build upon their map and fieldwork skills. They will create their own maps using a basic key by marking landmarks and features including physical features and key human features in the area, such as shops and houses. Children will also use simple locational and directional language to describe the location and routes on a map.</p>	<p>In Y2, the children will consolidate their map work by looking at maps to identify the location of the Great Fire of London and the Great Fire of Warwick. Children will 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 spread of the fire. They will also use world maps, atlases and globes to identify countries, continents and oceans around the world.</p>	<p>In the spring term, children will develop their fieldwork skills and analyse data they have collected when carrying out a river study at Coombe Abbey.</p>	<p>When learning more about the world, children will continue to develop their use of maps, globes, atlases and digital mapping.</p>	<p>In Y5, children will interpret a range of geographical information including maps, diagrams, globes, aerial photographs and digital mapping.</p>	<p>In Y6, children complete an in depth study on using maps in the autumn term including developing their use of symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world. They will also develop their directional knowledge by using the eight points of a compass.</p>
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