

Colmers Farm Geography Knowledge Progression

EYFS

Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>ELGs:</p> <ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals.• Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.• Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class. <p>At Colmers:</p> <ul style="list-style-type: none">• Marvellous Me topic explores the local environment and provides opportunities for children to talk about where they live.• Visits to Forest School provide observational opportunities.• Wide range of fiction and non-fiction books reflecting the natural world.• Bears topic explores weather around the world and contrasts environments.• Continuous provision provides opportunities, for example use of globes and maps to encourage children to explore the world.• Ticket to Ride topic explores how we get to school and different modes of transport.• Making an exploring simple maps based on our experience to the farm and our journeys to school.		

Colmers Farm Geography Knowledge Progression

KS1

Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the UK and their locality</p> <p>a) Name and locate the world's seven continents and five oceans;</p> <p>b) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</p> <p>c) Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>a) Compare the UK with a contrasting country in the world; South Africa</p> <p>b) Compare a local city/town in the UK with a contrasting city/town in a different country; Johannesburg</p> <p>c) Use key vocabulary to demonstrate knowledge and understanding in this strand: continent, country, population, weather, similarities, differences, farming, culture, South Africa, Johannesburg, river, desert, coast, city.</p>	<p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>a) 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;</p> <p>b) 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;</p> <p>c) Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

Colmers Farm Geography Knowledge Progression

LKS2

Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Building on knowledge learned in KS1, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, N & S America, the Arctic, Africa etc.</p> <p>Children can develop knowledge of the location of globally significant places and their understanding, recognising and identifying key physical and human geographical features.</p> <p>a) Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</p> <p>b) Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</p> <p>c) 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;</p> <p>d) Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>a) Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</p> <p>b) Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America, the Antarctic etc;</p> <p>c) Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</p> <p>d) Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America, the Antarctic etc;</p> <p>e) Use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Birmingham, city, West Midlands, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural</p>	<p>Children develop a stronger understanding of how to locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>a) Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</p> <p>b) Human geography, including: types of settlement and land use;</p> <p>c) Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>

Colmers Farm Geography Knowledge Progression

UKS2

Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. In contrast to Lower KS2, children focus more closely on finding locations outside of the UK.</p> <p>:a) Use maps to locate the world’s countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <p>b) Name and locate counties and cities of the UK, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p> <p>c) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>d) Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, continent, country, city, border, key.</p>	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>a) Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, China;</p> <p>b) Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of China;</p> <p>c) Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p>	<p>Children will locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.</p> <p>a) Physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</p> <p>b) 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>c) Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, import, export, trade, efficiency, conservation, carbon footprint, , tourism, positive, negative, economic, social, environmental</p>