



Pocklington C of E Infant School

Progression in Geography Knowledge & Skills

What Is Geography?	
Our Aims (Intent)	We will do this through (Implementation)
<p>Our intent for Geography is to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. We aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.</p> <p>In our Geography lessons, we encourage:</p> <ul style="list-style-type: none">• A strong focus on developing both geographical skills and knowledge.• Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.• The development of fieldwork skills across each year group.• A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.• A growing understanding of geographical concepts, terms and vocabulary.	<p>At Pocklington Church of England VC Infant School, in the Early Years Foundation Stage Geography is taught through the lens of 'Understanding the World'. This is through adult-led activities as well as enhancements in provision. The children are encouraged to talk about the world around them and are guided to make sense of their physical world and their community. Some units will be taught using the Kapow curriculum.</p> <p>The National curriculum organises the Geography attainment targets under four subheadings or strands:</p> <ul style="list-style-type: none">• Locational knowledge• Place knowledge• Human and physical geography• Geographical skills and fieldwork <p>We follow Kapow Primary's Design and technology scheme, which has a clear progression of skills and knowledge within these strands and key areas across each year group. It shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of the key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the Progression of key geographical concepts.</p> <p>The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate</p>

Our Geography scheme of work from Kapow enables pupils to meet the end of key stage attainment targets in the National curriculum and the EYFS Framework.

children's understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Questions have been designed to be open-ended with no preconceived answers and therefore they are purposeful and engage pupils in generating real change. In attempting to answer them, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge. Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Kapow Primary units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

We alternate our Geography and History topics, ensuring that our children will receive a well-rounded teaching of the humanities subjects throughout the year. Lessons incorporate various teaching strategies from independent

	<p>tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Each lesson provides guidance for teachers on how to adapt their teaching to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are also available if required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Strong subject knowledge is vital for staff to deliver a highly effective and robust Geography curriculum. Children are given access to a range of primary and secondary resources to develop learning through atlases, digital technology, books, newspaper articles, photographs, videos and maps. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support CPD. Kapow Primary has been created with the understanding that many teachers do not feel confident delivering the full Geography curriculum, and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.</p>
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People, Culture and Communities- RE, Geography

Birth-Three · Make connections between the features of their family and other families. · Notice differences between people.		Three- Four Years · Show interest in different occupations. · Continue to develop 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.		Reception · Talk about members of their immediate family and community. · Name and describe people who are familiar to them. Understand that some places are special to members of their community. · Recognise that people have different beliefs and celebrate special times in different ways. · Recognise some similarities and differences between life in this country and life in other countries. · Draw information from a simple map. · Recognise some environments that are different to the one in which they live.		Writing- ELG . · Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UTW. PC&CELG · 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. UTW. PC&CELG · Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&CELG	
	Nursery Baseline	Nursery End of Autumn 2	Nursery End of Spring 2	Nursery End of Summer 2 Reception Baseline	Reception End of Autumn 2	Reception End of Spring 2	Reception EY Profile Year One Baseline

Features of places.	I can name and talk about familiar features that I see in my own environment (home/school) house.	I can talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library	I notice that some places and environments are different from the place where I live.	I can use photos, maps, books and my own experiences in order to compare different places and environments across the world.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&CELG I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge
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						from stories, non-fiction texts and (when appropriate) maps. UTW. PC&C.ELG	
Using maps and following directions	I can name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom	I can recognise a simple map.	I can follow some positional language such as near, next to, in front of.	I can follow simple directions	I can draw and create my own maps using pictures I can direct my friend from point A to B using positional language..	I can find the land and sea on a map	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG
Locational knowledge	I can say what type of dwelling I live in. (house/flat/ bungalow/farm)	I can describe my house/where I live. e.g., what it looks like, and its name, its number or position.	I know the name of the town/village where I live	I can comment and ask questions about aspects of their familiar world such as the place where they live.	I can talk about and name the places where I live I am beginning to recall my address such as the name or number, the road/street and the village/town.		I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG
Human and physical geography	I can name things I observe (house, water, tree, bird etc)	I can talk about some things I have observed such as plants, animals, natural and found objects.	I can comment about aspects of their familiar world.	I can identify a variety of weather patterns.	I can show concern for the environment.	I can identify and comment on different weather patterns.	I can 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. UTW. PC&C.ELG

Year 1/2: Cycle A Geographical Skills and Fieldwork, Human and Physical Geography, Locational Knowledge, Place Knowledge.			
Skills & Knowledge	What can you see at the coast?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
	Locating all the world's seven continents on a world map Locating the world's five oceans on a map Showing on a map the oceans nearest the continent they live in Locating the surrounding seas and oceans of the United Kingdom (UK) on a map of this area Confidently locating the capital cities of the four countries of the UK on a map of this area Identifying characteristics (both human and physical) of the four capital cities of the UK Showing on a map the city, town or village where they live in relation to their capital city To be able to name the seven continents of the world To know that they live in the continent of Europe To know that an ocean is a large body of water and that a sea is a body of water that is smaller than an ocean. To be able to name the five oceans of the world	Locating all the world's seven continents on a world map To be able to name the seven continents of the world To know that there are four bodies of water surrounding the UK and to be able to name them Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country Describing what physical features may occur in a hot place in comparison to a cold place To know some similarities and differences between their local area and a contrasting non-European country Describing the daily weather patterns in their locality Confidently using the vocabulary 'season' and 'weather' Locating some hot and cold areas of the world on a world map Locating the Equator and North and South Poles	Locating all the world's seven continents on a world map Locating the world's five oceans on a map Showing on a map which continent they live in To be able to name the seven continents of the world To know that a continent is a group of countries To know that they live in the continent of Europe To know that an ocean is a large body of water and that a sea is a body of water that is smaller than an ocean To be able to name the five oceans of the world To know that the UK is short for 'United Kingdom' To know that the United Kingdom is made up of four countries and their names To know the name of the country they live in Naming and beginning to describe some key similarities between their local area and a small area of a contrasting

<p>To know that the United Kingdom is made up of four countries and their names</p> <p>To know the name of the country they live in</p> <p>To know that there are four bodies of water surrounding the UK and to be able to name them</p> <p>To name some characteristics of the four capital cities of the UK</p> <p>To know the four capital cities of the UK</p> <p>To know that a capital city is the city where a country's government is located</p> <p>Recognising and describing some physical features of a location using subject-specific vocabulary</p> <p>Recognising and describing some human features of a location using subject-specific vocabulary</p> <p>Describing and understanding the differences between a city, town and village</p> <p>To know that physical features means any feature of an area that is on the Earth naturally</p> <p>To know that human features means any feature of an area that was made or built by humans</p> <p>To know that coasts (and other physical features) change over time</p>	<p>on a world map</p> <p>Locating hot and cold areas of the world in relation to the Equator and the North and South poles</p> <p>To know that 'weather' refers to the conditions outside at a particular time</p> <p>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future</p> <p>To know that weather conditions can be measured and recorded</p> <p>To know that the Equator is an imaginary line around the middle of the Earth</p> <p>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles</p> <p>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p> <p>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place</p> <p>Asking questions about the world around them</p> <p>Recognising there are different ways to answer a question</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds</p> <p>Asking and answering simple questions about the features of their school and school grounds</p>	<p>non-European country</p> <p>Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country</p> <p>To know that life elsewhere in the world is often different to theirs</p> <p>To know that life elsewhere in the world often has similarities to theirs</p> <p>Recognising and describing some physical features of a location using subject-specific vocabulary</p> <p>Recognising and describing some human features of a location using subject-specific vocabulary</p> <p>To know that physical features means any feature of an area that is on the Earth naturally</p> <p>To know that human features means any feature of an area that was made or built by humans</p> <p>Asking questions about the world around them</p> <p>Commenting on and discussing the features they see in their school and school grounds on a walk around the respective places</p> <p>Drawing some of the features they notice in their school and school grounds in</p>
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<p>To know some key physical features of the UK</p> <p>To know that a sea is a body of water that is smaller than an ocean</p> <p>To know that human features change over time</p> <p>To know some key human features of the UK</p> <p>Asking questions about the world around them</p> <p>Recognising there are different ways to answer a question</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds</p> <p>Asking and answering simple questions about the features of their school and school grounds</p> <p>Collecting quantitative data through a small survey of the local area/school to answer an enquiry question</p> <p>Classifying the features they notice into human and physical with teacher support</p> <p>Taking digital photographs of geographical features in the locality</p> <p>Making digital audio recordings when interviewing someone</p> <p>Using a simple recording technique to express their feelings about a specific place</p>	<p>Using a world map, globe and atlas to locate the world's five oceans</p> <p>Using a world map, globe and atlas to locate all the world's seven continents on a world map</p> <p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map</p> <p>Recognising there are different ways to answer a question</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds</p> <p>To know that a globe is a spherical model of the Earth</p> <p>To begin to recognise world maps as a flattened globe</p>	<p>correct relation to each other on a sketch map</p> <p>Using an atlas to locate the UK</p> <p>Using directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>Adding labels to sketch maps</p> <p>Asking questions about the world around them</p> <p>Commenting on the features they see in their school and school grounds on a walk around the respective places</p> <p>Asking and answering simple questions about the features of their school and school grounds</p> <p>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map</p> <p>Using a world map, globe and atlas to locate all the world's seven continents on a world map</p> <p>To know that an aerial photograph is a photograph taken from the air above</p> <p>To know that atlases give information about the world and that a map tells us information about a place</p> <p>To know that a map is a picture of a place, usually drawn from above</p>
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	<p>and explaining why they like/dislike some of its features</p> <p>Presenting data in simple tally charts or pictograms and commenting on what the data shows</p> <p>Asking and answering simple questions about data</p> <p>Using an atlas to locate the UK</p> <p>Using a map to locate the four countries of the UK</p> <p>Using a world map, globe and atlas to locate the world's five oceans</p> <p>Recognising why maps need a title</p> <p>Using an atlas to locate the four capital cities of the UK</p> <p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map</p> <p>Recognising there are different ways to answer a question</p> <p>Discussing the features they see in the area surrounding their school when on a walk</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds</p> <p>Collecting quantitative data through a small survey of the local area/school to answer an enquiry question</p> <p>Classifying the features they notice into</p>		<p>To know that symbols are often used on maps to represent features</p> <p>To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards)</p> <p>To know what a sketch map is</p> <p>To know that a compass is an instrument we can use to find which direction is north</p> <p>To know which direction is N, S, E, W on a map</p> <p>To know that maps need a key to explain what the symbols and colours represent</p>
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	<p>human and physical with teacher support</p> <p>Taking digital photographs of geographical features in the locality</p> <p>Making digital audio recordings when interviewing someone</p> <p>Presenting data in simple tally charts or pictograms and commenting on what the data shows</p> <p>Asking and answering simple questions about data</p> <p>To begin to recognise world maps as a flattened globe</p> <p>To know that maps need a title and purpose</p> <p>To know that a tally chart is a way of collecting data quickly</p> <p>To know that a pictogram is a chart that uses pictures to show data</p>		
Vocab	<p>landmark, sketch map, scale, OS map, sample, tally chart, pictogram, bar chart, data collection, aquarium, tourist, arch, bay, coast, mudflat, pier, cliff, coastline, island, sand dunes, stack, Weymouth, Jurassic Coast, Pembrokeshire, Orkney Islands, Giant's Causeway, Flamborough Head, North Sea, English Channel, The Irish Sea</p>	<p>urban, rural, pack ice, ice sheet, arid, savannah, vegetation, grasslands, rainforest, polar, mild, temperature, Africa, North America, South America, Antarctica, Oceania, Equator, North Pole, South Pole, Kenya, landmark, sketch map, scale, OS map, sample, tally chart, pictogram, bar chart, data collection</p>	<p>aerial view, aerial photograph, distance, location, locate, near, far, left, right, north, east, south, west, features, direction, physical feature, human feature, similar, different, map, globe, atlas, symbol, key, survey, questionnaire, compass, rain gauge, thermometer, temperature, weather vane, port harbour, skyscraper, metro,</p>

Year 1/2: Cycle B Geographical Skills and Fieldwork, Human and Physical Geography, Locational Knowledge, Place Knowledge.			
Skills & Knowledge	What is it like here?	What is the weather like in the UK?	Where am I?
	To know that they live in the continent of Europe To know that the UK is short for 'United Kingdom'	Showing on a map which continent they live in Locating the four countries of the United Kingdom (UK) on a map of this area Showing on a map which country they live in and	Locating the four countries of the United Kingdom (UK) on a map of this area Showing on a map which country they

	<p>To know that a country is a land or nation with its own government</p> <p>To know the name of the country they live in</p> <p>Recognising and describing some physical features of a location using subject-specific vocabulary</p> <p>Recognising and describing some human features of a location using subject-specific vocabulary</p> <p>Asking questions about the world around them</p> <p>Commenting on and discussing the features they see in their school and school grounds on a walk around the respective places</p> <p>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map</p> <p>Asking and answering simple questions about data</p> <p>Using an atlas to locate the UK</p> <p>Using directional language to describe the location of objects in the classroom and playground</p> <p>Using directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>Responding to instructions using directional language to follow routes</p>	<p>locating its capital city</p> <p>To be able to name the seven continents of the world</p> <p>To know that a continent is a group of countries</p> <p>To know that the UK is short for 'United Kingdom'</p> <p>To know that a country is a land or nation with its own government</p> <p>To know that the United Kingdom is made up of four countries and their names</p> <p>To know the name of the country they live in</p> <p>Describing how the weather changes with each season in the UK</p> <p>Describing the daily weather patterns in their locality</p> <p>Confidently using the vocabulary 'season' and 'weather'</p> <p>Recognising and describing some physical features of a location using subject-specific vocabulary</p> <p>Recognising and describing some human features of a location using subject-specific vocabulary</p> <p>To know the four seasons of the UK</p> <p>To know that 'weather' refers to the conditions outside at a particular time</p> <p>To know that different parts of the UK often experience different weather</p> <p>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future</p> <p>To know that weather conditions can be measured and recorded</p>	<p>live in and locating its capital city</p> <p>To know that the UK is short for 'United Kingdom'</p> <p>To know that a country is a land or nation with its own government</p> <p>To know that the United Kingdom is made up of four countries and their names</p> <p>To know the name of the country they live in</p> <p>Recognising and describing some physical features of a location using subject-specific vocabulary</p> <p>Recognising and describing some human features of a location using subject-specific vocabulary</p> <p>Asking questions about the world around them</p> <p>Commenting on and discussing the features they see in their school and school grounds on a walk around the respective places</p> <p>Asking and answering simple questions about the features of their school and school grounds</p> <p>Drawing some of the features they notice in their school and school grounds in correct relation to each</p>
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	<p>Using simple picture maps and plans to move around the school</p> <p>Asking questions about the world around them</p> <p>Commenting on the features they see in their school and school grounds on a walk around the respective places</p> <p>Asking and answering simple questions about the features of their school and school grounds</p> <p>Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features</p> <p>To know that an aerial photograph is a photograph taken from the air above</p> <p>To know that atlases give information about the world and that a map tells us information about a place</p> <p>To know that a map is a picture of a place, usually drawn from above</p> <p>To know that symbols are often used on maps to represent features</p> <p>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards)</p>	<p>Asking questions about the world around them</p> <p>Commenting on and discussing the features they see in their school and school grounds on a walk around the respective places</p> <p>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map</p> <p>Using an atlas to locate the UK</p> <p>Using a map to locate the four countries of the UK</p> <p>Using directional language to describe the location of objects in the classroom and playground</p> <p>Using directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>Responding to instructions using directional language to follow routes</p> <p>Using simple picture maps and plans to move around the school</p> <p>Asking questions about the world around them</p> <p>Commenting on the features they see in their school and school grounds on a walk around the respective places</p> <p>Asking and answering simple questions about the features of their school and school grounds</p> <p>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards)</p> <p>To know that a compass is an instrument we can use to find which direction is north</p> <p>To know which direction is N, S, E, W on a map</p>	<p>other on a sketch map</p> <p>Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features</p> <p>Using an atlas to locate the UK</p> <p>Using a map to locate the four countries of the UK</p> <p>Using directional language to describe the location of objects in the classroom and playground</p> <p>Using directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>Using simple picture maps and plans to move around the school</p> <p>Asking questions about the world around them</p> <p>Commenting on the features they see in their school and school grounds on a walk around the respective places.</p> <p>Asking and answering simple questions about the features of their school and school grounds</p> <p>Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features</p>
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Vocab	<p>village, town, city, land, lake, river, ocean, sea, place, continent, country, aerial view, aerial photograph, distance, location, locate, near, far, left, right, north, east, south, west, features, direction, physical feature, human feature, similar, different, map, globe, atlas, symbol, key, survey, questionnaire, compass, rain gauge, thermometer, temperature, weather vane</p>	<p>aerial view, aerial photograph, distance, location, locate, near, far, left, right, north, east, south, west, features, direction, physical feature, human feature, similar, different, map, globe, atlas, symbol, key, survey, questionnaire, compass, rain gauge, thermometer, temperature, weather vane, weather, season, climate, Europe, England, Scotland, Wales, Northern Ireland, United Kingdom (UK)</p>	<p>atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village</p>
Sources &	Google Earth capabilities for no-code geospatial evaluation and analytics		

Websites	Geography song: UK Capitals - Kapow Primary Pupil video: Characteristics of the UK - Kapow Primary UK United Kingdom United Kingdom Song A Geography Song About the UK and its Capitals "United Kingdom Song" with signing By Al Start Primary School Geography BBC Weather - Home Pupil video: Song - Directional language - Kapow Primary Maps - BBC Teach
Assessment	Use teacher assessment in lessons, Kapow end of unit assessments either as a class, small groups or individually (teacher discretion).