



Pocklington C of E Infant School

Progression in Geography Knowledge & Skills

What Is Geography?	
Our Aims (Intent)	We will do this through (Implementation)
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. In our Geography lessons, we encourage: • 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.	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. The National curriculum organises the Geography attainment targets under four subheadings or strands: • Locational knowledge • Place knowledge • Human and physical geography • Geographical skills and fieldwork 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. 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 children's understanding of key concepts, such as scale and place, in Geography. Cross-curricular links are included

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.

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 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.
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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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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			
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?
	To know that a sea is a body of water that is smaller than an ocean. To name and locate the five oceans on a world map. To know that coasts (and other physical features) change over time. To know and describe some key physical and human features of the UK. To know that maps need a title, purpose and a key to explain what the symbols and colours represent. To know that a compass is an instrument we can use to find which direction is north. To know and use the compass points to describe the location of features on a map and describe a route on a map. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data. To locate the capital cities, four countries and its surrounding seas of the UK on a map. To begin to use the compass points to describe the location of features on a map.	To know and locate the world's seven continents on a map using an atlas and globe. To describe and begin to explain some key similarities and differences between their local area and a small area of a contrasting non-European country. Describe what physical features may occur in a hot place in comparison to a cold place. To locate some hot and cold areas of the world in relation to the Equator and North and South poles on a map. To locate the Equator and North and South poles on a map. To know that the Equator is an imaginary line around the middle of the Earth and that because it is the widest part of the Earth, it is much closer to the sun than the North and South poles. To use locational language. To ask and answer simple questions about human and physical features of the area surrounding their school grounds. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that the different parts of the world	To know and show on a map which continent they live in. To know that a continent is a group of countries. To name some key similarities and differences between their local area and a small area of a contrasting non-European country. To recognise some physical and human features in their locality. To use directional language. To use the compass points to describe the location of features on a map. To recognise local landmarks on aerial photographs. To draw free hand maps using simple pictures or symbols (real or imaginary places). To draw a simple map of the school and local area using simple pictures, colours or symbols to represent features and add labels. To comment on the features they see in their school and school grounds. To ask and answer simple questions

	To describe the key physical and human features of a coast and how it changes over time using subject-specific vocabulary. To recognise human and physical features on an aerial photograph and maps.	experience different weather conditions and that these are often caused by the location of the place. To know that the globe is a spherical model of the Earth and recognise that world maps are a flattened globe.	about the features of their school and school grounds. To know that life elsewhere in the world is often different and often has similarities to ours. To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans.
Vocab	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	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	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, transport, desert, Asia, China, Shanghai
Sources & Websites	Geography song: UK Capitals - Kapow Primary Pupil video: Characteristics of the UK - Kapow Primary Pupil video: Geography song - UK seas - Kapow Primary Google Earth capabilities for no-code geospatial evaluation and analytics Free OS OpenData Map Downloads Free Vector & Raster Map Data OS Data Hub		

	 Five Oceans Song Oceans Song - Geography Scheme of Work Kiddle Pupil Video: Song - Continents - Kapow Primary  Seven Continents Song Pupil video: Song - Compass directions - Kapow Primary Pupil Video: Geography in Action - Mike Leach (part 3) - Kapow Primary Polar Seasons - Frozen Planet - BBC One... - VideoLink Make your own rain gauge - Met Office Pupil video: Song - Directional language - Kapow Primary https://www.kapowprimary.com/video/pupil-video-physical-and-human-features/ https://www.google.com/maps/@51.5080192,-0.0032768,4348m/data=!3m1!1e3?entry=ttu KS2 Geography: A child-led tour of Shanghai in China - BBC Teach Pupil Video: Shanghai - Kapow Primary
Assessment	Use teacher assessment in lessons, Kapow end of unit assessments either as a class, small groups or individually (teacher discretion).

Year 1/2: Cycle B			
Skills & Knowledge	What is it like here?	What is the weather like in the UK?	Where am I?
	To recognise some physical and human features in their locality. To use an atlas to locate the UK and know that the UK is short for the United Kingdom. To know that a country is a land or nation with its own government. To know the name of the country they live in. To know and use simple directional language. To respond to instructions using directional language to follow routes. To recognise local landmarks and basic human and physical features on aerial photographs. To know that an aerial photograph is a photograph taken from above. To draw freehand maps using simple pictures or symbols (real or imaginary places). To draw a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. To use simple picture maps and plans to move around the school. To ask questions about the world around them. To comment on the features they see in their	To show on a map which continent they live in. To locate the four countries of the UK and their capital cities on a map. To show and name which country they live in and locate its capital on a map. To know that a continent is a group of countries and the continent they live in is Europe. To know that a country is a land or nation with its own government. To describe how the weather changes with each season in the UK and know the four seasons. To describe daily weather patterns in their locality using the vocabulary 'weather' and 'season'. To know that different parts of the UK often experience different weather. To know that weather conditions can be measured and recorded and that the weather forecast is when someone tries to predict what the weather will be like in the near future. To recognise some physical features in their locality. To use an atlas to locate the four countries in the UK and locate the UK. To use simple directional language and respond to instructions using this language. To use the compass points to describe the location of	To recognise some physical and human features in their locality. To use an atlas to locate the UK. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above and symbols are often used on maps to represent features. To know that a country is a land or nation with its own government. To know the name of the country they live in. To use simple directional language and respond to instructions using this language. To know that an aerial photograph is a photograph taken from above. To recognise local landmarks and basic human and physical features on aerial photographs. To draw free hand maps using simple pictures or symbols (real or imaginary places).

	school and school grounds on a walk around the respective places. To ask and answer simple questions about the features of their school and school grounds. To draw some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. To use a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. To know that atlases give information about the world and a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above and symbols are often used on maps to represent features.	features on a map. To know which direction is North, East, South and West on a map. To know that a compass is an instrument we can use to find which direction is north. To use simple picture maps and plans to move around the school. To ask and answer simple questions about the features of their school and school grounds. To draw some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. To comment on the features they see in their school and school grounds on a walk around the respective places. To ask questions about the world around them. To recognise local landmarks on aerial photographs.	To draw a simple map of the school and local area using simple pictures, colours or symbols to represent features and add labels. To use simple picture maps and plans to move around the school. To ask questions about the world around them. To comment on the features they see in their school and school grounds on a walk around the respective places. To ask and answer simple questions about the features of their school and school grounds. To use a simple recording technique to express their feelings about a specific place and explain why they like or dislike some of its features.
Vocab	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	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)	atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village

Sources & Websites	Google Earth capabilities for no-code geospatial evaluation and analytics 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).